

Child Welfare Magazine

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Moral Training in the Home
Health Rules and the Little Child

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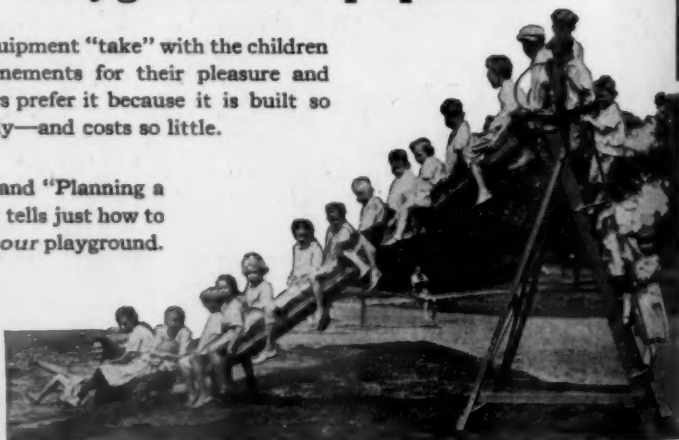
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The Home and The Nation

BY HERBERT HOOVER, SECRETARY U. S. DEPARTMENT OF COMMERCE

President, Better Homes in America



IN THE restless, shifting currents of our modern life we are sometimes at a loss for ideals and standards to help us keep our bearings. But a higher and finer type of home life is one ideal to which we can well hold fast. We have a timely duty to stress the value of home life now, for many forces are at work to weaken home and family ties, and in the United States, as in most other modern nations, many groups have food, clothing, and many luxuries, and yet have not good shelter.

The home is fundamental because it is the mold in which the character of the next generation is formed. It is basic in our economic system because it is the principal point at which men and women consume the final products of our farms and mines and factories, or adapt them to their own needs, as any typical family budget shows. The primary division of labor still lies within the family, with the bread-winner who is employed outside in our vast organized economic structure and the homemaker who keeps house, prepares food, and attends to other personal wants.

Most people make their home the center of their social life, and spend most of their leisure hours there. Home influence can be dominant in nurturing the religious impulses which are so needed if we are to have a finer, more human development of our nation.

The ideal setting for true home life is the detached house with at least some space around it. We cannot expect the finest flower of family life from tenements nor even from some "flats." A single-family house which a family owns is much more apt to embody our ideal. The family has a sense of security and solidarity; it has an incentive for maintaining the house and home.

Through our civic bodies and local governments we should assure protection for residential districts from wanton intrusion by means of sane, comprehensive city planning and good zoning ordinances, playgrounds within easy walking distance of children in closely built districts, parks for breathing spaces, safety on the streets, and effective public health measures. Well-drawn and enforced housing laws requiring light, air, privacy, and sanitary facilities can do much to prevent the growth of slums.

High standards of business dealing among those who build and sell homes, and adequate, reasonable financing for home seekers, also help to advance home ownership. The services of public utilities may be extended into a greater number of homes by sound policies worked out in friendly co-operation with local officials.

The Better Homes movement affords a direct, practical opportunity for public-spirited groups. The local demonstrations are planned for families who want to help themselves, and they also focus public attention on the home. The broad and growing support of the campaigns is an encouraging sign, and leads to the hope that they may reach more fully into all our communities.

Coming Events

BY MARGARETTA WILLIS REEVE

President National Congress of Parents and Teachers

THE message of Better Homes is so completely told by others in this issue of CHILD WELFARE that no more could be added. There is, therefore, a special opportunity to tell those who are interested in the work of our organization of some of the outstanding developments in the past few months.

During the meeting of the Department of Superintendence of the National Education Association, held in Washington in February, a great forward step was again taken by the National Congress of Parents and Teachers, when plans were completed for its participation in the World Conference on Education.

Three years ago, when the first international conference was held, in San Francisco, the Congress was represented by delegates who were impressed by the need of the point of view of the home, in many of the discussions. Last year, in Edinburgh, our National Chairman of Child Hygiene presented our work in her address, and a fine exhibit, prepared by the manager of our Publicity Bureau, was on view, and was afterwards retained by the Education Association of Scotland for further demonstration of the various activities it covered. Through the circulation of CHILD WELFARE, the Congress has contacts with twenty-two foreign countries, and of these, nine have within the past year requested information and material concerning the parent-teacher movement, so it was felt that world-wide interest might confidently be expected in an international conference on the subject of securing and maintaining parent co-operation in the support and extension of the school program.

With the approval and active assistance of Dr. Augustus O. Thomas, president of the World Federation, an international committee was formed, composed almost entirely of people whose experience in

previous World Conferences well prepares them to make a satisfactory program for home and school in 1927. This committee includes Miss Anna B. Pratt, of the White-Williams Foundation, president of the Philadelphia Council of Home and School Associations; Miss Julia Wade Abbot, Supervisor of City Kindergartens in Philadelphia, formerly of the Bureau of Education and of the American Child Health Association, and one of our pre-school advisors; Miss Mary E. Murphy, Director of the Elizabeth McCormick Memorial Fund and our National Chairman of Child Hygiene; Dr. Carson Ryan, president of the National Vocational Guidance Association; Dr. Bird T. Baldwin, of the Iowa Research Station and our Bureau Manager of Child Development; Dr. William B. Owen, president of the Illinois Normal College, who first brought the Congress into its new and close relations with the National Education Association during his term as president, and so is really responsible for this advance into world relationships; Dr. Douglas A. Thom, of the Massachusetts Board of Mental Hygiene and National Chairman of our Committee, and Mrs. Susan W. Dorsey, superintendent of the Los Angeles Schools, a brilliant educator and always our very good friend. The president of the Congress is serving as chairman of the committee, and Dr. Ryan has consented to act as vice-chairman.

At least five sessions will be arranged, three covering such topics as the ways and means of securing parent-teacher co-operation and its value as a social movement, character training, and education for parenthood, and two, on the pre-school child and on health, to be held in conjunction with similar groups in the World Conference.

When the Sesqui-Centennial of American liberty is being celebrated in Philadelphia next summer, and the National Education Association holds its annual convention in the City of Brotherly Love, the Congress will conduct a section meeting of especial interest. President McSkimmon has chosen as the topic for the deliberations of the N. E. A., "America's Challenge to Her Teachers," in deference to which the Congress will discuss in its section, "America's Challenge to Her Parents." There will be a Parent-Teacher banquet on the evening of Monday, June 28, followed by the Section meeting on Tuesday afternoon, June 29, the morning being open for conferences or for attendance at the session of the N. E. A. Arrangements have already been made with the Sylvania Hotel, which will be the headquarters for the Congress, and where the Executive Committee will hold a three-days' meeting during this week. It is hoped that all members of the Congress visiting

Philadelphia at this time will attend the banquet and the Section meeting, and a cordial invitation is also extended to members of the National Education Association.

* * *

In July, 1926, the Congress will hold an Institute for one week at Chautauqua, N. Y., by arrangement with the Chautauqua Conference. A series of talks will be given on the objects and methods of the parent-teacher movement in colleges, high and grade schools, and in pre-school and more advanced study circles, on the requirements for leadership, on programs and literature, and on association standards. During the Institute several addresses by prominent officials of the Congress will be given in the regular Chautauqua program, and conferences on special topics will be arranged for those interested. Congress members and educators from nearby states are invited to take advantage of this opportunity by arranging to spend a part of their vacation at this most beautiful Summer School.



The Home—A Fable

WHAT a beautiful house!" said someone in passing. "Who is responsible for it?"

"The Colonial design is mine," said the architect.

"I built it," said the contractor.

"That's some of my work," said the excavator, the bricklayer, the cement contractor, the plumber, the electrician, the carpenter, the plasterer and the glazier.

"I made the rooms so attractive," said the interior decorator.

"I painted that white framework and the blue shutters," said the painter.

"I planted the shrubs and bushes and designed the winding brick walk," said the landscape gardener.

"I furnished the water, the gas, the electric light, the sewerage, the sidewalk, the paved street, and police and fire protection," said the city.

"I sold the furnishings," said the owner of the big store.

"It was all my idea and I planned the conveniences," said the wife.

"I worked hard for the money," said the husband.

"I helped you with the finances," said the banker.

"I introduced you two young people," said the maiden aunt.

"It is my home. It was built for me," said the baby.

—Margaret R. Dodge, in *Woman's Home Companion*.

PARENT AND CHILD

OR

THE MOTHER AS ARTIST

BY ELLA LYMAN CABOT

IN Ellen Key's "Century of the Child," I read: "Rarely is a mother . . . one of those artists of home life who through the blitheness, the goodness and joyousness of her character makes the rhythm of everyday life a dance and holidays into festivals." The words set me thinking about the qualities of artist mothers as I have known them—artists in myriad ways as playmates, as consolers, as interpreters, as liberators, but always artists because they saw the lives of their children creatively as God meant them to be seen.

Mrs. Ella Lyman Cabot is a member of the Massachusetts State Board of Education, and is a teacher of ethics and psychology in private schools. She is author of "Ethics for Children," "Seven Ages of Childhood," "Volunteer Help to the Schools," and "Everyday Ethics."

THE MOTHER AS PLAYMATE

Very early the artist mother develops the art of play. Can a mother be quite a mother unless she sits on the floor, the wide table of the child, and plays at his level instead of on a high chair above him? Must not the mother stoop so that the child shall look into her face, not baldly into her skirt? We must be comrades before we can be counsellors. We must be but youthfully old if we would guide the spirit of youth.

I remember vividly and gratefully that my mother played with me on the floor, daily inventing new and marvelous games. My childhood was made gay with wonderful wishing-bone dolls, clad in gorgeous silks, their bead eyes shining out of sealing wax faces. At first all of them were ladies. Then we demanded men with trousers over their bandy legs and we howled with glee when one day a negress appeared, black as coal. And wishing-bone children—what home is complete without

them! And behold, our fairy god-mother found tiny pigeon wishing bones to make babies with. Through our days ran a gay scarlet thread of love and surprise.

The mother or the father who can play with you is in a new

and glorious way your friend. Browning never forgot how when as a child he inquired about the Siege of Troy, his father used to pile up chairs in the drawing-room to represent the city and go through with him dramatically the whole marvelous history of its siege. This was true learning, and, far better, it was perpetual comradeship with a father who knew how to play.

THE MOTHER AS A TRUE SPORT

The mother who is playmate to the children in the dramatic age develops normally into the mother who is acclaimed by her boys as a true sport. She is quicker than they in clambering out along the edge of the steam launch and guiding it among the rocks. The spray dashes across her face in a boat race, but she shouts with the rest, telling jubilantly, afterwards, of what fun it was and how soaked they all got. She's a first-rate cook, a maker of camp-fires, dauntless before wind and rain. When she gives orders, they come like the orders of a captain, not of a timid, exacting middle-aged woman, and they are honored in the observance.

I know a mother who bicycles once a week with a group of her boys and their friends. Away they speed on long excursions, with a picnic in the middle. She is one of the gang and hears secrets that few mothers hear. An elderly woman—with

the impulse though not the name of a mother—joined all the excursions of her adopted children. "It was a little hard," she says, "when they wanted me to skin fish and put worms in the hook, but I shut my mental eyes and went right ahead, for I wanted to share all their interests." So the true-hearted sportive mother dances through the days, not stopping for a game so much as letting the play of voice, gesture and smile, rhyme, rhythm and look flicker gaily through the routine and the common-place, lighting it as the flickering play of light dances over the sturdiest oak in the forest.

THE MOTHER AS HEALER

Even more than our play-fellow is the mother artist a healer of our wounds. We rush to her with a thorn in our flesh, but even more with a thorn in our spirit. She understands how agonizing it is to be teased by big brothers or frightened by a monstrous dog, or to find your favorite flower trampled to the ground when it was just in bud. She does not laugh when we say, tragically, "I'd rather have had my head cut off than to have my snow-plant broken."

She can console you with wonderful new glimpses of life that transform your darkness. Twenty years afterwards you will remember that when you woefully broke your china doll, she always tried to get a new head that had *just* the same hair and eyes and expression as the first had. You have forgotten ungratefully a million of her mercies and long-suffering and part of what she bore for you you never know until you reach her age on the path of experience, but still the thought of her is fragrant with the balm of healing she poured in childhood over your aching wounds. She let no child sleep in sorrow.

THE MOTHER AS TEMPTER TO GOODNESS

The artist mother trusts largely to the swift movement of gaiety, rhythm and humor to make her train of children go smoothly rather than to the jarring friction of puffs and pulls. There are many

crisp, spicy moral sayings in "Through the Looking Glass" and "Brer Rabbit." As children we knew both books by heart, and the racy sentences often swung us across dangerous pitfalls of bad behavior. The words of the old hobbling frog-footman when Alice said she had knocked at the door: "Mustn't do that, mustn't do that! Vexes it, you know," have served to bar out more important knocks and blows. How often we laughed at the White Queen's anxious: "What a long way you've come today! Consider what time it is! Consider what a great girl you are, consider anything, but don't cry!"

So we learned gaily the first A. B. C. of the lesson that thought can lead us from the wilderness of self-pity into a happy and fertile world.

THE MOTHER AS HERALD OF PEACE

Above all, the artist mother is full of peace and tenderness. All little children need great junks of peace. Their world is glittering and brittle. Like glass it reflects back the faces beyond. Children feel an irritable atmosphere with instant snappishness. They blossom in a protecting peace. In the dose you give of daily reprimand to your children, what proportion is there of quietness and peace and confidence? Anger is a poison in large doses, and to those who survive, it becomes inert, and, therefore, "Hold off your interfering hands but watch as the gardener watches his plants!" is the wise advice of our modern teachers—of Ellen Key and of Maria Montessori. "Parents do not see that during the whole life the need of peace is never greater than in the years of childhood, an inner peace under all external unrest." But the deepest source of peace to a child is her parents' overarching tenderness.

And therefore into this haven of peace the ship of childhood must come every night. We pity the well-fed children in an orphanage! We are glad for the dirty-faced baby in the alley, if only he has in his parents that quiet, enlarging haven in which he can rest without fear of storm.

THE MOTHER AS INTERPRETER

From the very dawn of questioning, mothers are to their children interpreters of the meaning of life. Were hospitals ever a place of haunting terror to you? Not if your mother very early took you at Christmas to the Children's Hospital and let you sing carols to the little children in bed and show them the wonderful manger with real oxen and a tiny shimmering Christ-child that you had helped to make in school. Sickness blended into health, then, in a hallowed happiness, for she had told you of her sick but brave and laughing little brother who for years had brought gaiety and cheer to the Children's Hospital.

A child first faced death at three years old and rushed to her mother, weeping and holding out a lifeless bird. What did she say?

"It's broken its neck, darling." "Then the doctor will make it a new one," the child insisted. "No, dear, it can't get a new neck. We'll put it away in the ground and cover it under moss." "Well, mother, then it will sleep a little while and be all better and sing?" "No," she answered tenderly, "it's body is dead, but I think it's little soul has gone to heaven and will sing to God."

A quick vision of beauty lighted the child's tear-filled eyes. "Oh, then it's a little God bird!" she said, and was comforted.

Even more, when the mother meets problems of right and wrong, is she an interpreter to her child.

"Please, Constance, put away your toys."

"I don't want to," she pouts.

And there the mother faces the great opportunity of the choice of a lower or higher appeal. Shall she threaten punishment? Shall she offer a reward? Shall she oppose will to will? Shall she yield to the tired baby? Shall she rise to the greatest, most enduring, most symbolic of appeals? Shall she try to convey to this fretful little one the first letters of the marvelous truth that we are never quite ourselves, never quite happy, never the children of blessing God meant us to be until

we have yielded our will to the will of the best we know?

As we grow up, harder questions meet and baffle us. "I sometimes almost wish you were little again, for when you had sorrows as children, I could always comfort you," she said to her grown-up daughter struggling with a hard decision. Yet no less then was the mother a comforter, for she was, as always, an interpreter, ready with looks and words that linked the unlearned language of puzzling experience to the anchor of a sustaining faith. She was an interpreter of the love of God. His loving kindness shone in her welcoming eyes. It was poured out in unexpected gifts, beneficent as a spring shower. It wrote itself in tender, ardent labels tucked in a birthday package.

When death swept over our household, we saw the unquenchable flood of her sorrow, but we saw also the glory of her triumphing faith and dimly, but truly, we knew even then that sorrow is not the opposite of joy, for both spring from the soul of love and make it blossom anew, as sun and rains are comrades in the preparation of earth for flowers.

THE MOTHER'S SOURCE OF STRENGTH

The mother, as teacher of the fine art of living (and that is her hourly task), draws on two springs of living water—reverence and gaiety. The world is God's revelation to her. She sees it freshly every morning. The beauty of each sunny day, the refreshing sound of showers, the kindness of a neighbor, the red lily that opened in the night, the chance to give to the poor, the rhythm of children's footsteps pattering down the hall—these light her eyes with contagious reverence. When the children quarrel, she draws on the sources of unrealized goodness below their pettishness. "You and Betty are feeling irritated with Hester, aren't you?" she says. "Now the very best thing you can do is to make her the prettiest present you can. Then I'm quite sure you will love her again." And the cure works.

Out of her reverence springs her perpetual happiness. Her gaiety is the danc-

ing overflow of waves of joy and conviction. Her life is anchored to faith, and she knows that nothing can happen to her that may not be made a means of grace. She is not dependent on happiness, and therefore she is happy. She is bound to the service of God, therefore she is free.

THE MOTHER AS LIBERATOR

And, lastly, the mother must be a Garibaldi, the liberator of her children. Because she loves them, she wants to set them free even from dependence on herself. It is not easy. They seem so young, so unformed, so incapable of self-government. Yet the true mother wants them to be, in many ways, unlike herself, with new plans and new ambitions. She faces, at some poignant moment, the agony that Mary must have felt when her Jesus, her boy of 12, met her anxious questioning with the strange answer, "Wist ye not that I must be about my Father's business?" And gradually she turns agony to insight and sees that she, too, wants her son to be about his Father's business and to go as far from her guidance as the calls of that sacred business

shall demand, even if it must be unto death.

This is the mother's great self-conquest.

It cannot come all at once. She lets the little girl cross the streets to school alone; or the boy have his first gun. In the summer she trusts him to run the steam launch with his younger brother aboard, and when darkness falls, she cries almost brokenheartedly, with beseeching hands, "Oh! I thought it the right thing to do. I'm training myself! I'm training myself!" And five minutes later, she greets the returning children with a merry word.

When she has welcomed the life work and the mate her child chooses, she knows that her special task is almost over. She is wise if she has prepared herself during many years to turn to the guidance of God, for, after all, the parent of children, like the parent of plans or of invisible hopes, the parent of books or of railways, must send out his children trustingly into the world, knowing that the Ruler of the Universe is greater than he.

"I bind a talisman of love about her strenuous heart, I love her and I give her up to God."

The Little House On Wheels



In Honolulu the Better Homes in America committee devised and built this two-room house on wheels, which was exhibited all over the Island to show the native population how they could build a sanitary and attractive home at low cost. It excited the greatest interest among the Hawaiians, the Chinese and the Japanese families inhabiting the island.

Handwork for Children

BY EDWARD YEOMANS

As the CHILD-WELFARE MAGAZINE is published in the interest of both teachers and parents, it will be entirely proper to discuss this subject as a school matter as well as a home matter; and children's affairs must always be so discussed, for the school is taking over more and more of the functions of the home and particularly in this very department of handwork.

The home used to be a handwork place and I make bold to say it was, then a much better place for children. What parents can do now is:

(1) To give schools which want to make handwork a larger part of their schedule and will employ the right sort of teachers, all the support they need.

(2) To arrange so that their children can carry on handwork at home, applying what they learn at school.

(3) To work with the children themselves.

But first of all, let us make a whole-hearted salutation to this magical human hand. We hear all the time in church of the "hand of God." May I say with reverence, here it is! In so far as the thing we call "human society" is not only tolerable but fairly beneficent and happy it is the hand we must thank first. For it, with its ability to grasp, first branches and then tools, has lifted us out of our low estate, out of the brute condition, by progressive stimulation of the brain, until, in a man like Lincoln, you get both hand and brain in the divine unity necessary to a symmetrical character.

The worst poison in society now is the relegation of the hand to a place of slavery instead of a place of honor.

With that much in the way of preface I may say that this article will deal only

Edward Yeomans is director of The Valley School at Ojai, Calif., and is the author of that brilliant book, "Shackled Youth," well known to many of our readers.

with the sort of handwork that goes under the casual name of "manual training." And first as to the schools.

If the people operating schools appreciate

the tremendous current of experience, of first-hand knowledge, that flows from hand to brain they will make a generous place for handwork, provide the best teacher they can get and give the subject all the time it needs.

The school shop is as important in the Elementary as in the High School. In the Elementary School it must not be in the least prevocational, and in the High School only partly so. It must be a place where the creative impulse has as much free play as possible. Therefore, the teacher must never be a routine man—an artisan only. He must be a real teacher, which means that he must have imagination and a feeling for the significance of things, a sense of the poetry and music that resides, as Emerson said, even in mud and scum. Oh, *very* hard to find these teachers! But never cease looking, and don't look very much in the Teachers' Colleges and training schools. This kind of teacher is rarely found there.

And when it comes to making things out of wood, never make stupid things—things without some beauty however roughly made. What I hear so much from children in the Elementary Schools when I ask them what they do "in manual training" is this, "Oh, last year we made a pen-tray and a necktie holder, and this year we are making a taborette!"

Apparently that's all they have time to do after they have been trained to make a square stick and a round stick and a flat stick and all that sort of thing. The whole thing is degraded to a routine by the "process," by "sloyd" as it is sometimes called,

and by a routine person and by a niggardly allowance of time. The fine spirit of the start fades and fades as the year goes on and after a few years manual training is actually discredited in the child's mind as something perfunctory, as something far less important than English grammar or anything else that schools bow down before, as the heathen in his blindness bows before an illusion.

Can't we begin on something that requires all the square, round, and flat sticks, but which is something in itself, begin, for instance, on a freight car? Let everybody make freight cars—one each—boys and girls—having first gone down to the side track and measured one up, in groups of four, say. Let these measurements and sketches be brought back and checked up with the actual measurements of the car to see what mistakes are made in simply reading a rule or tape—(how very rare accuracy in school is!) Then let everybody make a scale drawing on a basis of $5/16$ " equals one foot and by that means practice the use of fractions and the art of accuracy again. From the drawing get out the sizes, in wood of proper thickness, and put the car together. The wheels must be turned on a small lathe—all one piece with the axles—and the trucks designed in a simple way. Put on all the accessories—sliding doors, ladders and stirrups (made of wire), brake beams and brakes, couplers, runway along the top, air-brake tank and braces underneath.

When it is all done and painted you have something that the maker is proud of, that everybody is proud of, and that is tremendously stimulative of further work of a similar sort.

As a corollary to all this the class can make a project of car construction and get at the history of wheeled vehicles, and ascertain why a freight car is built as it is, and how everything on it is derived from a plain wagon simply modified to meet railroad conditions.

Well, that's only one little thing. There are windmills for instance, also very fascinating things to make and having a long history, and most emphatically there are boats, beginning with the Norse type, the

dragon ship, and continuing to the "Mauretania."

Only let everything be a matter for investigation first, for research and reading, for poetry and for prose and for music. Get drawings that are accurate. They can be secured through "The Rudder" magazine, New York. If you don't your proportions will be wrong and then nothing happens. Be sure that both boys and girls do all these things. The girls need it and love it just as much as the boys. They can begin in 6th grade anyhow, some earlier. Models can be made to illustrate water transportation from the canoe down through the early Mediterranean sail boats and galleys to the caravels and carracks, the river scows and house boats of American pioneer life, the Fulton steamboats, the schooners and clipper ships, the ocean steamers; and the same can be done with land transportation.

There are plenty of books and pictures available as guides. Read plenty of Masefield, Kipling, Conrad, Bullen, Melville, Dana, and so on.

A great deal more might be said that must be left unsaid.

In addition to wood work of this sort there will always be a proper amount of plain cabinet work. In my school I have found so many things needing to be made for the school, such as benches, small tables, bookshelves, picture frames, and recently we made a large number of looms of a somewhat complicated structure needed for the weaving work. We also build small houses, outside, the houses constituting a miniature village. And we have a pond, an artificial one of concrete. Every school should have a pond, for boats must be floated in order to get that sense of life into them, and besides a pond can be used in very many thrilling ways.

Of course there is clay work, firing and glazing, and basket making, and work with copper, beating out bowls and chasing designs, and making enamels, and there is book binding, all most exhilarating, suited to various ages and tastes and most important to that poise of mind and serenity of heart that makes boy or girl, man or woman *whole* and therefore *wholesome* and pecu-

arly happy, light-hearted and companionable. How many people could save their souls by this manual process cannot be ascertained but millions would be a modest word for it.

And now it only remains to be said that what is good in school is better at home.

If you have a proper regard for the welfare of your children you will provide a work-shop—and *not in the basement*—and you will provide the necessities in the way of tools and materials, and let the school instructions be practised at home. If you are fortunate you will know how to work with your own children (How few are so fortunate!). But this is another thing that is accomplished by teaching children arts and crafts, namely, when they grow up (if the teaching has taken hold, has been allowed time enough in the curriculum)—and have children of their own then that very important thing can happen—they can work with *their* children and get on terms with them that are impossible otherwise. For when you work with people at a stimulating task you get the very finest comradeship that is possible in this world. Isn't that what parents need to secure—comradeship with their children

just as much for their own sake as for the children's?

Life is meant to be an exuberant thing and for those who, in this way, get in tune with the great music of human emotion in creative work, whether the jewel cutter or the cathedral builder, the composer of symphonies, the builder of ships, or the teacher, it is and will always be.

It seems the one best way in which to "Wait upon the Lord," to renew your strength, to mount up on wings as eagles.

For Heaven's sake then let us give all children a chance. Let us see that History, Geography, Mathematics, Grammar, moving pictures, radio, or social antics of any kind do not usurp the place of this magnificent therapeutic—this cure for the sickness of a competitive and accretive society. What to do with leisure time so that it will conserve and strengthen our precious store of emotions instead of infecting them with a kind of tuberculosis, that is the greatest question in education in America today.

I take the liberty of advocating three things as essential to wholesome leisure—Nature study, music, and handwork. But none of these are valuable unless taught by the right sort of person. That person should be the theme of another article.



A "pet parade" was a feature of the Better Homes in America campaign in Atlanta, Ga., in 1925. An eager group of entrants are shown in this picture.

Motion Pictures and Our Ideals

BY DR. E. P. PFATTEICHER

Chairman of the Social Service Committee of the United Lutheran Church

IDEALS are not the ice cream of life, but its bread and butter. They are not the fur coat, but the one necessary garment in a depleted wardrobe. They are those things that make life tolerable and real. Ideals are more than phantasies, more than the inventions of imaginative minds. Ideals are the realities which need to be seen and sensed before we can really live. They must act as a hoist that lifts us out of the material mud into which our civilization has dumped us, permitting us to get a new start over a fine stretch of improved highway with an objective ahead that is worth while. Mark you, though, the ideal is not necessarily the thing ahead, but the reality that keeps us moving in the right direction.

It is difficult to speak of ideals without being considered either a mossback or a dreamer, a devotee of the Victorian or some other past age or a Millenium dopester. Idealism may have had its day in the nineteenth century or in the first, and may have its day again in the twenty-first century, but who can dare to speak of the significance of idealism for and in the twentieth century?

The technical age in which we live has an idealism all its own. This idealism is so dependent upon the senses, the weirdly cunning craftiness of the mind of man, the ingenuity with which he links continents and glands, and produces supermen and super-machines in diverse ways, it has little memory of or longing for the kind of dreams which beget other dreams before those other dreams beget realities. In an important recent address at Harvard, Otto H. Kahn said, among other good things, "Such stuff as dreams are made of is valuable stuff."

Before proceeding any further we must assure ourselves just what the attitude of our age is to the morrow, for therein lies the secret of our thinking about ideals. I have just been talking to a prominent business man in my own town. He spoke first

of his business: "We have no intention of standing still." Of course not; we would think little of him as a business man if he had, but the manner in which he said it and the circumstances under which he said it made me feel the tremendous driving power of what the world calls success, goading him on and robbing him of something which is one of the greatest assets in my non-remunerative and often despised profession.

He next spoke of his children, home from college for the holiday season. He had seen comparatively nothing of these children since their return, due to their great popularity in the social set to which they belong and the many parties arranged for them. He said: "I am not sure that I think the present attitude of our young people is altogether good. They go out to parties when we thought of coming home. They do not think as I do, and I am trying to make myself feel it is all right and that I am behind the times."

He next spoke of friends who, after twenty years of wedded life, has just separated. He said: "You certainly would not advise people who are unhappy together to continue to live together," and gasped when I said I would. This friend of mine takes himself seriously. He is typical of the day in which he lives. He drives his high-powered car ruthlessly over the roadbed of the past, in his business, in his home and in his social relationships, speeding on his way to the highway of the future with thought for neither the past nor the present. There seems to be neither starting point nor goal in his driving, but he is on his way, happy as long as the car keeps going, exhilarated by the inspiration of the immediate present.

As I sit and look through the moving picture magazines of the day, gazing upon the striking physique or the equally frequent striking profile of first one and then the other of a myriad of stars, and then turn to the timetable of where they are and what

they are doing, somewhat as I turn to the radio timetables in the dailies I read, or as I scan the titles of the plays upon the screens of the local theaters, or as I sit and look upon the picture itself, or talk about it to my son and his friends, who are movie fans at all times except during the football and baseball seasons, I find myself engaged in the same roving, unsatisfied adventure which has taken possession of my friend the business man's life.

The picture explains the sensation. It is a motion picture of a life that keeps me moving. An illustration of it is found in the statement of a friend from whom I borrowed her whole repertoire of movie magazines for the current month on the sixth. In saying that I would return them in a few days, I was told: "That isn't necessary. I've finished them. I always look over them when they come in and then junk them."

MY FIRST INDICTMENT

My first indictment of the motion picture as it affects my ideals is that I am conscious of an attempt on the part of the picture to rob me of those ideals. Some time ago I saw Fenimore Cooper's "Last of the Mohicans." It was staged for—perhaps I should have said screened for, but that would hardly be true—a group of persons whose endorsement was sought before showing it publicly in the community. Now, it so happens that Cooper was one of my boyhood idols and his stories appealed strongly to my imagination even before Scott entered my life. The heroes and heroines in Cooper took the places in my heart vacated by those of Andersen and the Grimm brothers, a natural transition from childhood to boyhood of a robust character.

My feeling as I saw one after the other of my real boyhood friends travestied upon the screen was akin to that of nausea. How thankful I was that Cooper himself was spared seeing the picture—almost as thankful as I am that my good father was spared seeing the horrors of the World War. Again and again, having read a classic and then seeing it reproduced by men who have spent their time in growing a beard and doing their daily dozen instead of spending

their time in seeking to understand the author as well as the character, I have come home a disillusioned movieite. I have come home agreeing with the quoted statement of Mr. DeMille before the Contemporary Club of Philadelphia, "I admit that 95 per cent of the pictures are inferior."

MY SECOND INDICTMENT

However, my first indictment is not as serious as is the second, for the first is my consciousness "of an attempt on the part of the picture to rob me of those ideals" which have become my possession through careful reading and thought. The second indictment is that the motion picture imparts wrong ideals to my children. I grew up under another régime, that of the printed page and the necessary exercise of grey matter to connect up with the printed page. Even yet I find myself checking up the picture in the light of the book, but it is different with the boys and girls of today. Study, if you please, the reactions of the boys and girls round about you. In doing so, you will note the extremely sensitive mechanism we call a boy or a girl.

There is a vast difference between reading a love story and seeing a love story, reading a story which awakens chivalry and devotion and the willingness to sacrifice, and seeing a love story with its emphasis upon prolonged osculation. And what is true of the perversion of love in the movie is equally true of the other phases of our complex life. Heroism is confounded with villainy, the sane exaggerations of childhood with the insane exaggerations of maturity, liberty with license, and the incentive to a simpler and more deliberate life with the incentive to a more complex and "quick on the trigger" life. My friend, the business man, has two automobiles because he has two children, and when they are at home over the holidays he needs a taxicab for himself. The movie and the motor car together make real with a vengeance Longfellow's "Let us then be up and doing," with no intention whatever to learn to labor and to wait.

MY THIRD INDICTMENT

My third indictment is that what the movie is doing to my children and me it is

doing to my neighbor and his children and to all those of us who form the great social complex. It is not simply perverting our thinking. It is distorting our vision. It makes us see the men and women who are walking slowly move at a great pace, and it makes us see those who are truly progressive in a retarded light. It oftentimes advertises things that are sordid and unworthy and discounts things that are noble and true.

The motion picture has come to stay. We are not here to drive or even to attempt to drive it out of business. There is a place for it and a function for it to fulfill in our century. There are plays that are good and wholesome and there are names in the industry that stand for a desire to do what is right. Perhaps the following suggestions may help us to co-ordinate the motion picture and the ideals which need to be cherished if we are to anticipate a glorious morrow.

SOME OF OUR RIGHTS

1. We have a right to demand of the motion picture interests that programs be so arranged that a show which starts out clean will continue as a clean show throughout. I have repeatedly gone with others to see a certain play and then have had something thrust upon me, perhaps in the announcement of a play at another theater or during the following week, that has left a bad taste in the mouth.

2. We have a right to expect a uniform program. Why do we have to have a bit of melodramatic tragedy thrust upon us when

we have sought to get away from the blues by going to see Harold Lloyd?

3. We have a right to expect the submerging of the star in the rôle which is assumed rather than the submerging of the characters in a particular star. We return from a view of "Little Lord Fauntleroy," and we have not seen Little Lord Fauntleroy; we have seen Jackie Coogan. We return from a view of "Robin Hood," and we have not seen Robin Hood; we have seen Douglas Fairbanks.

4. We have a right to expect a greater degree of honesty in the titles chosen and in the portrayal of the original stories.

5. We have a right to expect that advertising shall not be camouflaged and that propaganda shall be eliminated.

6. We have a right to expect that Hollywood gossip be treated as gossip, and that Hollywood crime be treated as crime; on the other hand, that Hollywood wholesomeness be disseminated by advertising agencies rather than its opposite.

7. We have no right to put the blame for things as they are wholly upon the producers and distributors. It is because many of us who constitute the movie public have lost the finer things in life through our own choice that things are as they are. Consequently, the thing that will most certainly restore a sane idealism is an honest self-examination of the motivation of our own life, which will find expression in the kind of plays we see and the way we talk about them.

When we go in quest of society, diversion, amusement, and luxury, it is good for us to ask ourselves whether we go because we really need relaxation or because our own minds and spirits are empty and must be filled from the outside. If an evening alone with yourself bores you, it is time to take an inventory of your mind. Your internal riches are running low.—Glenn Frank.

The Home and the Garden

BY LOUISA YEOMANS KING

HOW many are the vital reasons for making a garden wherever a house is built! Even in cities now, so great is the longing for green spaces, trees, shrubs, flowers, that effort is tremendous to make small, shaded, unpromising bits of ground produce something to satisfy this need of the heart and of the eye. And in suburbs and towns, few are the grounds about houses today, which do not show some signs of the garden interest. It is hard to conceive of a community in America without at least one or two gardens: and where there is one, others will follow. The quiet example of beauty always has its effect.

Now to begin with the general, and go from that to the individual, may I tell what has been done at a certain school in a certain town of six thousand in the Middle West—and what is to be done as well? The school is a comparatively new and beautiful building, in the charge of a very progressive and enlightened Board of Education. The woman principal of the school hitches her wagon to a star, to all that is finest, and due to her efforts the grounds of the school were planted almost as soon as the building was finished.

The two main

Louisa Yeomans King (Mrs. Francis King) is author of "The Little Garden," "Variety in the Little Garden," "The Well-Considered Garden," et cetera. She is honorary president of the Woman's National Farm and Garden Association, and an active member of the Garden Club of America.

doorways of the school are flanked by slender Lombardy poplar trees: they are entrances of fine proportion and deserve these pretty frames. The grass spaces everywhere are framed-in by low clipped hedges of Thunberg's barberry;

and a few fine specimen trees of pink-flowering Japanese crabapple and Japanese cherry, and a few groups of some of the newest of the French philadelphus or mock-orange, complete the plantings here. Close to the building on its three main sides are belts of three kinds of shrubs, flowering in succession to each other. French lilacs are against the brick walls: below and between these spirea Vanhouttei gives its white flowers: and lower still, fronted by the small

barberry hedge, is hydrangea arborescens, showing its white bloom latest of all.

Two small cottages were recently added to the possessions of this school, on the same ground, but facing a street at right angles to the main building. Last fall the principal decided that they must have a tulip garden between these cottages (manual training and domestic science cottages). The children were eager for it; they would buy the tulips with their pen-



Enjoying, Not Destroying

nies, and teachers were enthusiastic over the idea. A simply designed bulb-garden, hedged about by barberry, was made between the two little houses, and on a cold blowy November day, dozens of little children, each with one tulip bulb tightly held in his or her small, hot, excited hand, stood by while a teacher dug a hole for his or her particular brown beauty. The garden was hedged away from a street to the south, from woods to the north: each cottage received a planting about its foundation and porch of the commoner flowering shrubs such as lilac, philadelphus, weigelia, snowberry, low, pink-flowered spirea (the variety Anthony Waterer) with a double-flowering pink plum (or almond as it is usually called) at each front corner of each cottage. This touch of early pink will connect the tulip planting with the shrub planting in a nice way, for pink tulips and pink almond will flower together, *probably*. (I emphasize this adverb, for who can say positively that plants will do what is planned for them?)

All these details finished, splendid young elms were set just within the side walks around the school grounds, thirty to forty feet apart. The planting was watched with intense interest by passers-by: and this school (the Republic School of Alma, Michigan), will now exert an even wider educational influence than in the past as each succeeding spring shows it wreathed in fine flowers and foliage.

That influence has already shown itself in the recent organizing of the Republic Garden Club with as many as thirty-five members starting to make gardens around their houses near the school. The shrubs and trees on the school grounds are to be labelled, so that those who like them may know what to buy for their own grounds. Simple, inexpensive and very hardy varieties have been chosen, for the most part, for the school plantings: all the latest planted shrubs were got from a local nursery.

Here is the object lesson. Parents and children alike, will learn from lovely plantings. And now will surely follow the development of the ground of the individual owner. Therefore a few suggestions will

follow here, concerning the planting of the small garden.

By "garden" here I mean the small lot, say of thirty or forty to fifty or eighty feet deep. And first of all let me speak one word for wall, hedge or fence. Walls may be dismissed, except in places where stone abounds, as too costly to consider: the thorny hedge, clipped to save space and to give an orderly look, is perhaps its best substitute, for the fence of wood is expensive to create, and to maintain. A well-cared for hedge enclosing small grounds, is always beautiful; and if made of the prickly barberry, is a really good protection as well as a nice back-ground.

The front part of a small lot, that part before the house, should be kept very simple, and, in most cases, entirely green. The walk may be hedged to the house, and a planting of low shrubs in the front corners of the hedge toward the street—shrubs such as deutzia, snowberry, Indian currant, may be arranged: perhaps one or two shrubs to grow into small trees (such as a beautiful lilac like *Souvenir de Ludwig Spaeth* with its rich purple bloom, and *philadelphus coronarius* with its creamy fragrant flowers). These might be set near house-door or house corners: and one good climbing rose such as *Dr. Van Fleet* or *Silver Moon*, or such a charming pink Rambler as *Excelsa*, planted by doorway or porch-steps. No more color than this in front: no breaking up of the small ground in front by beds and borders, unless indeed as in the English cottage the *whole* front is devoted to a tangle of gay flowers.

Coming now to the private part of the small lot, that at the back of the house, here is our chance for everything. Here is the children's safe and sane abode.

Even the smallest area at the back of the house, if *planned*, can be made into a place of charm and productiveness. The dividing of the ground into spaces for grass, for vegetables, for flowers, the encircling of it with shrubs, or with flowering or fruiting vines such as grapes, for fruit, for ramblers for flowers, or if there should be a high wire fence, not a hedge, with *euonymus* for an evergreen vine, are the first steps to be taken.

In any parts of the small ground devoted to flowers or vegetables, little beds should be marked off for the children. Here should be, sown with seeds of their own buying with pennies from their own banks, their own particular tiny provinces. Here the smallest can dig his hole, plant his bean or pea, mark his line for radish or for beet: here the little girl can watch with her bright eyes her crooked row of cornflower or pink send up its first green signs. Over these beds will be seen the excited intense bendings of little backs, from these beds will be heard the small squeals of delight as a sprout is really discovered; and all that is needed to produce all this delight is a little interest and teaching on the part of the father or mother, a little ground devoted to the youngest of the family.

The garden for the child results, too, in the interest of that child in the family flowers. See the dear little girl of the picture enjoying her mother's fragrant blooms of peony. There is no child that does not love a flower, as there is no child that does not adore a kitten, a puppy, a rabbit or a guinea-pig. Treat the child in the matter of his garden, however, as you would treat a contemporary. Do not say to yourself—"Oh, any seed will do for him; he is so little he won't realize the difference." Do not give the little gardener the seed of an inferior delphinium to sow, for instance. Give him that of the tallest, brightest blue that can be readily bought. Give him the clearest bright blue corn-flower, not the whites and muddy-pinks of that tribe. Let him learn early the distinctive characteristics of each kind of flower. If he plants a tulip or a daffodil, give him a named variety and let him print with pencil that name upon the wooden label which he himself thrusts down beside his bulb. Everywhere here there is a chance to learn—in the simplest, happiest way. A high standard of beauty and intelligence can be set in gardening as in other occupations if people will think to this end with their children. Give a child a snapdragon of a beautiful color: while he has his fun in pinching the blossom, the lovely hue will be imprinted on his mind; while he fits the "fingers" of his pure

white foxglove on his small hand and surveys these with a smile, the purity of the bloom will not be lost on him. While he makes a teapot from his round seed-capsule of poppy, stem end up, by means of a rounded handle of twig stuck in the holes on one side of the ball, a short straight twig opposite, the interesting form of the seed-container, the lovely bluish-green of its coat will not be lost upon him. Unconsciously this sort of fun leaves its mark for good, for an interest in all that is lovely.

Keep your children at home. Fence or hedge your property, that defenceless babies may not die beneath the terrible wheels now turning, turning everywhere. Plant your grounds with care and thought so that they may have not only a safe place, but a beautiful one to enjoy. Give each child a few feet of earth for his own to work in, to produce in, a place in which to get that stimulus for the imagination which is hardly to be found for children today; and know that any child brought up in a garden will be a happier, a wiser, a better man or woman for that early surrounding of living green.

The small plan for the garden of a child about eight years old which is published here, has three underlying principles: simplicity, variety and harmony of color. The seeds named on the plan are all to be had from one place, whose address will be given on application to the Editor of CHILD WELFARE. The varieties of seeds to be used are these:

Sweet Alyssum	Little	Calendula	Orange
Gem,		King,	
Ageratum	Cope's Pet,	Phlox	Drummond's
Petunia	Purple Prince,	Lilac,	
Annual	Larkspur Dark	Carrot	Chantenay,
Blue,		Peas	American
Zinnia,	Large-flower-	Wonder,	
ing Dwarf	Double,	Radishes	Crimson
White,		Ball,	
Marigold	Golden Ball,	Parsley	Champion
		Moss	Curled.

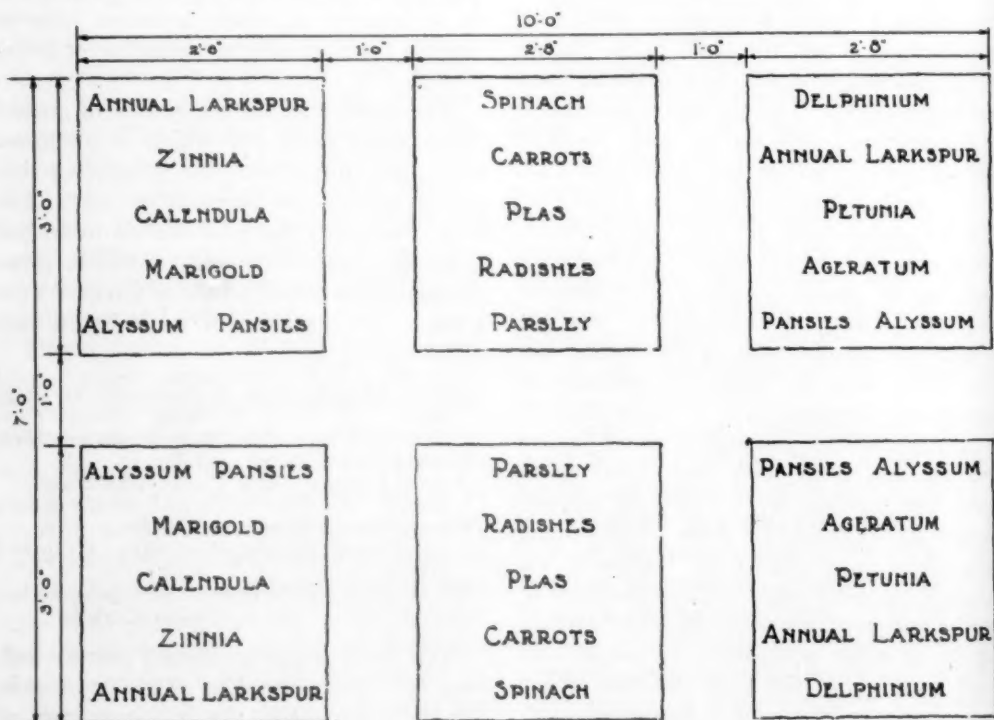
The small walks separating the six beds may be either of trodden earth or of sods, left in place when the beds are cut, or placed there afterwards. The two beds at the west end of the little garden show flowers of yellow, orange and white, with

a touch of violet in the annual delphinium; those at the east end are all blue, lavender and violet. These ends therefore will look exceedingly pretty as one sees the garden from any point whatever. The vegetable foliage will make an attractive interruption of green, and since the narrow borders of dwarf sweet alyssum below the flower parts call for a connecting border before the vegetables, parsley will serve well here. In fact I know of a small garden which has edges of parsley everywhere, and very good-looking this is.

With two exceptions, everything in this tiny garden should be grown from seed: the two are the pansies and the delphinium Bella-donna; and plants of these can be bought almost anywhere at small cost. The petunia seed should be started indoors in boxes or pots, too, if this is a possible thing. Where possible a few extra seeds should be slipped in between the plants in all the rows of vegetables and flowers so that a succession of fresh green leaves may be kept

up to the end of the season. Some of this seed will bloom or bear, some will not; but the garden will, if well cultivated, and carefully watered in dry season, keep its freshness throughout the whole summer until frost, if seed-sowing is done every two weeks. Flowering plants that have bloomed and faded will be pulled up of course, and this will give plenty of room for oncoming seedlings to develop.

There is no child—and I believe no grown person either—who would not notice with pleasure such a little pattern of flowers, of vegetables, as is suggested here. It is not only the older eye that will see the four lines of deep violet flowers of the annual larkspur blooming in four balanced spots in this little garden and giving character to the whole; but there will be a silent lesson learned by the little owner and worker too, when this series of six spaces is in full beauty and some of the basic principles of good gardening are there on the ground before him, made by his own hands.



GARDEN FOR CHILD OF EIGHT.
TO HAVE FULL SUN.

Purposes of a Mental Hygiene Committee

BY DOUGLAS A. THOM, M. D.

National Chairman

NOTWITHSTANDING the fact that considerable interest has been manifested in the organization and development of clinics which are primarily concerned with the mental health of the child of pre-school age, such organized work in no way can relieve the parent and teacher of the responsibility which they have assumed.

For the healthy mental development of the child, the pre-school age is one of paramount importance, both physically and mentally. It is during this period that defects of speech, hearing and sight, not only make themselves manifest, but usually can be readily recognized. Many of the physical handicaps of adult life are the result of injuries, accidents, or illness occurring prior to the sixth year of age. Many of the illnesses of childhood leave scars resulting in incapacity which increases rapidly as the years go on, and for which special provision in the way of education and training must be made. Mental deficiency which leads to so many social problems of grave importance can invariably be recognized during the first four years of life. The personality,



The National Congress is most fortunate in securing Dr. Douglas A. Thom, of Boston, Massachusetts, as chairman of the Mental Hygiene Committee. Although only thirty-nine years of age, Dr. Thom has a long record of useful activities.

He was graduated from the University of Vermont in 1912 and did post-graduate work in the National Hospital, Queen Square, London.

Since that time he has held many positions of importance: Pathologist, Monson State Hospital; Assistant Pathologist at the Commission of Mental Diseases, Massachusetts; Captain in the United States Army; Chief of the Out-Patient Department of the Boston Psychopathic Hospital; Director of the Division of Mental Hygiene, Massachusetts; Organizer of Habit Clinics in Boston, Massachusetts; Instructor of Psychiatry at the University of Vermont, Medical School, and also at the Harvard Medical School.

Dr. Thom is associated with the National Committee of Mental Hygiene in New York, and has written for it the leaflets which have been published in the CHILD WELFARE MAGAZINE.—EDITOR.

deviations and undesirable habits which twist and warp the character of the individual in later life are frequently brought about by environmental conditions so obvious that they might easily be remedied if their importance were appreciated.

The pre-school period is important, too, because so many of the mental characteristics which make up personality are much more usable during these early years than later in life. I refer to such traits as imitation, suggestions, love of approbation, plasticity, etc.

It is generally recognized by psychiatrists, psychologists, pediatricians, and others interested in the welfare of children that there is no phase of the child's life quite as important as this early period. If, as stated above, the responsibility for the mental life of the child lies largely in the hands of parents, teachers, nurses, and laymen in general, it seems wise for these individuals to inform themselves as to the best means and methods of meeting intelligently the innumerable problems of child training. Much of this information might be disseminated through the

National Congress of Parents and Teachers. There seems to be no more important task at hand at the moment than that of impressing parents and teachers with the fact that the child has a mental life and that the organization of this mental life is so delicate and the proper adjustment of it so necessary

to mental health that the problem can be solved only by utilizing in the most intelligent manner the information gathered by research in the subject of child psychology by those best equipped in training and education to understand and present these problems.

Music in the Home

BY MRS. EDGAR STILLMAN KELLEY

President, National Federation of Music Clubs

WHEN one pictures to oneself a real home—a home where a spirit of devotion and unselfishness prevails, where the family ties are strong and the interests are common, a home that is a "Sweet Home," indeed, it seems hardly possible that such an one could exist without music—good music.

One of the memories of my early life carries me back to frequent visits in just this kind of home. A low rambling house covered with vines standing in a large informal garden, the commodious family sitting room a music room, indeed—there was the grand piano on which always rested a bowl of lovely flowers—a cello standing in one corner and a violin case not far distant—a large overflowing music cabinet with half-drawn curtains, soft and dark in color—a room which always seemed, even in its silent moments, to be full of music and happiness.

The family circle included father and mother, with grandmother quietly sitting by, and four children of grade and high school age, two sons and two daughters. The father was an eminent physician, but an amateur musician as well, the mother an excellent violinist and one of the girls who loved to sing was endowed with a beautiful voice, while the other children played the piano more or less well.

In recalling the daily routine of this happy family circle, it is not so much any

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certain series of musical events that stand out in relief, but rather the general musical mood resulting from the frequent performance of playable, singable good music by first one

member of the family and then another, or in groups when the score was written in duet, trio or quartette form. Music in this home was always of the best kind, never degenerating into the vulgar and commonplace, and therefore it exerted a fine influence. One wishes this might more often be the case. It is not enough that there be "Music in the Home"; the greatest present-day need is that there be more homes in which *good* music is a daily feature.

Of course, the admirable new inventions of superior mechanical musical instruments make it possible nowadays to bring even the Symphony and the String quartette to the home—while the Radio, when its musical messages are freed from aerial interference—will literally envelop every home in a musical atmosphere.

However, nothing will ever take the place of personal music-making upon the various available instruments from the mouth organ to the pipe organ, or the grand piano—not omitting the human voice, one of the most perfect tone-producing mediums. It is concerning this aspect of "Music in the Home" that emphasis should be laid.

It gives me great pleasure as president

of the National Federation of Music Clubs to refer my readers to our National Chairman of Junior Music Clubs, Miss Julia E. Williams, 121 Westminster Avenue, Merchantville, New Jersey, who will tell you about the new Musical Cross Word Puzzle recently published by the Musical Observer Company, Cooper Square, New York City. Pleasant to contemplate is the family group absorbed in a Cross Word Musical Puzzle. To be sure, father may not be interested in the German name for E flat, but he will be willing to spend some time in ascertaining to which opera by Wagner, Verdi or Puccini this or that question refers, because he remembers having heard one or two connected with those names, and that very opera may afford the key to the problem.

Here is another excellent suggestion that Miss Williams will be sure to make, namely, that in every household where there are children, there should be found upon the reading table the regular monthly issues of that charming magazine called "Music and Youth." While intended especially for young people, this journal contains much readable and informing matter for the senior members of the family, got up in the most attractive manner and liberally illustrated with interesting pictures.

The Music Memory Contest is bringing an interest in symphonic music in the home. I recently met two mothers who told me they were quite embarrassed at a certain concert when they overheard their children talking to each other about Grieg's Peer Gynt Suite, the Pastoral Symphony of Beethoven, and other numbers on the program familiar to these Juniors because of their lessons in Music Appreciation previous to taking part in a Music Memory contest. Truly, many children are bringing music to the home from the public school. Has it not been said, "And a little child shall lead them"?

The Grade and High School orchestras also contribute to the home because of

needed preparation on the various instruments prior to school rehearsals. Even the much looked-down-upon mouth organ or harmonica is also beginning not only to arouse enthusiasm in the formerly indifferent boy, but his study of this humble medium is often proving a stimulus to serious work with the violin, clarinet or piano.

I believe no one factor does more toward creating enthusiasm for music in the young than their membership in federated Junior Clubs where frequent meetings with other students and preparation for special programs add zest and variety to the routine of study.

Very lovely, indeed, it is when different members of the family are able to sing together both secular and sacred music as occasion demands. The various high-grade publishing houses can supply the printed page best suited for this purpose. Among the rare editions of very simple and valuable piano pieces is a series of arrangements of the world's best classics in the field of symphony chamber music, opera and solo numbers which have been prepared by Godowsky for the smallest hands. Even a reading-over of these pieces* would bring into the home much of the beautiful thematic material of the best music of all countries.

In closing, I repeat that the title of this article should be changed from "Music in the Home" to "Good Music in the Home." It is a well-known fact that the world at large often errs in the choice between a poisonous or a nutritive mushroom, and it is also true that the heads of many families are unable to choose music that will build up the musical appreciation of the child instead of bringing into the home via record or radio, that which will vitiate the taste and lower the moral standards of both old and young.

* Published by the Art Publication Society of St. Louis.



WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman of Motion Pictures

HE who helps a child helps humanity with a directness which no other help can equal." So on parents and teachers whose lives are dedicated to the young, rests the responsibility to guide the footsteps of children into paths that afford the greatest opportunities for a happy and a wholesome life.

The present day amusements offer the greatest problem. Far in the lead are the popular and ever accessible movies. Their effect on one generation of our youth has resulted in a forced sophistication not at all surprising to those struggling to keep the finer things of life in the foreground.

We appeal to all our members, particularly parents, to co-operate with the national plan and make a complete survey of current and future releases of pictures. Evaluate them according to the standards given, for after all, parents should assume the responsibility of deciding what pictures are best for their children.

In the field of motion pictures the public owes a debt of gratitude to the Editor of the "Exhibitor's Herald" who has recently gathered the data of what "the public wants" and what it pays to see. In this survey of the box office successes of 1925, exotic films and those with the sex complex rated low and in the first forty nearly all are pictures which the National Congress has been glad to recommend.

In this number of our magazine devoted to better homes, it is a pleasure to commend Mr. Martin J. Quigley, Editor of the "Exhibitor's Herald" for his vindication of the public's taste, based upon facts, proving that the majority of patrons of the movies prefer to see the finer productions.

Many of the pictures listed below are above the average and all of them are worthy of support.

FAMILY:

- "Behind the Front" (Wallace Beery and Raymond Hatton)
- *"Ben Hur" (Ramon Novarro and May MacAvoy)
- "Broadway Boor" (Glenn Hunter)
- "Hearts and Spurs" (Buck Jones)
- "Lorraine of the Lions" (Patsy Ruth Miller and Norman Kerry)
- "Madame Behave" (Julian Eltinge and Ann Pennington)
- "Not Guilty" (Richard Dix)
- "Rainbow Riley" (Johnny Hines)
- "Rose of the World" (Patsy Ruth Miller)
- "Sea Horses" (Jack Holt and Florence Vidor)
- "Skinner's Dress Suit" (Reginald Denny)
- "Steel Preferred" (Vera Reynolds and William Boyd)
- "Stella Dallas" (Belle Bennett and Ronald Colman)
- "The Blackbird" (Lon Chaney and Renee Adoree)
- "The Cave Man" (Matt Moore and Marie Prevost)
- "The Cohens and the Kellys" (Charlie Murray)
- "The Count of Luxembourg" (George Walsh)
- "The Cowboy and the Countess" (Comedy)
- "The Far Cry" (Blanche Sweet and Jack Mulhall)

- "The Grand Duchess and the Waiter" (Florence Vidor and Adolphe Menjou)
- "The Man Upstairs" (Monte Blue and Dorothy Devore)
- "The Million Dollar Handicap" (Vera Reynolds and Ralph Lewis)
- "The Only Way" (An English Film)
- "The Outsider" (Jacqueline Logan and Lou Tellegen)
- "The Road to Glory" (May MacAvoy)
- "The Scarlet West" (Johnny Walker and Clara Bow)
- "The Shadow on the Wall" (Eileen Percy and Creighton Hale)
- "Three Faces East" (Yetta Goudal and Clive Brooks)

ADULTS:

- *"The Sea Beast" (John Barrymore)
- "Bride of the Storm"
- "Infatuation" (Corinne Griffith and Percy Marmont)
- "Irene" (Colleen Moore)
- Ibanez's "Torrent" (Greta Garbo and Ricardo Cortez)
- "The Reckless Lady" (Lois Moran and James Kirkwood)

SHORT REELS: COMEDIES:

- "Cleaning Up" (Johnny Hines)

CHILDREN'S ALLOWANCES

BY E. A. KIRKPATRICK

AT no previous time in the world's history, has the training in the use of money been of such universal and supreme importance. Among savages and in rural communities as they formerly were, a large proportion of the things desired as necessities or to furnish pleasure were obtained by fore-thought and direct effort. If one wanted pumpkin pie for Thanksgiving Day he must begin planning and working to secure that end months before. Now one can have the pie or the materials for it sent to one's house without more than a few hours' fore-thought and with no effort other than speaking through a telephone. If one wants a ball or a sled he does not have to find suitable material and construct it but can get it already made at a moment's notice. To get the thrill of sliding down hill one no longer must make the effort of climbing one but may without effort, be whirled on an electric car to a roller coaster where he rides up as well as down hill. Money is a substitute for effort and may be exchanged for all but a few of the most precious things that may be desired.

The most fundamental truth of the universe is that everything desirable can be obtained only by effort or by exchange of one desirable thing for another. As man reaches a higher state, he learns to substitute for immediate effort and immediate indulgence, things more permanent and valuable.

The thief is one who gets desirable things at once by little effort but loses the chance of earning an honest living in the future and of having the approval, confidence, and love of his fellow men. All wrong doing is a sacrificing of future values for more immediate desires. Training of morals and will is chiefly a matter of getting people to see this truth intellectually, to act upon it voluntarily and to realize it emotionally.

Mr. E. A. Kirkpatrick is director of the Child Study Department of the State Normal School, Fitchburg, Mass., and author of "The Use of Money" and "Fundamentals of Child Study."

The facilities of modern civilization in which most things can be secured quickly without effort tend to obscure the fundamental truth that every one must pay by his

own effort, fore-thought or sacrifice, for all the more permanent goods of life.

If a child has little or no knowledge of the effort necessary to obtain money and never has to exert himself to get it, he lacks appreciation of the truth that desirable things must be gained by effort. The opportunities for children to earn money for buying them are much fewer than formerly. No opportunities that do exist should be neglected and every child before he passes his early teens should have the experience of earning a certain amount of money.

Since many cannot have such experience early enough and to a sufficient extent, it is all the more necessary that they should have a fixed allowance of money to spend in accordance with their own desires and judgment.

If children have no money to spend as they please, or if they have an indefinite amount to be supplied and spent according to the judgment of someone else, they have no chance to get the great intellectual, moral and volitional training afforded by personal experience in getting the most value from a limited amount of money.

Only when a child knows how much money he is to have each week or month to spend for things that he wants that are not supplied by others, can he exercise the intelligent fore-thought, wise choice, and effective denial necessary to secure things that are more lasting and worthwhile. If the amount of money under his control for certain purposes is absolutely limited, he can learn to put as much effort into planning what to give up and what to buy, as he would if he had to plan and choose how much work he would have to do in order

to get the things he desired, supposing he had no allowance and work were available.

Under present conditions of life in this country the stimulus to buy is so strong that people of the present day are not so much in need of inducements to make them work as they are of training in using the money they earn in ways that will bring the most permanent satisfactions.

Children as early as three or four years of age may begin to have the control of a very limited amount of money and to learn the first great truth that a penny or a nickel spent for one of two desired objects cannot be spent for the other. Such decisions are as important to a child as are the choice of occupation or of a life partner, to young men. To *insist* that a small child shall choose wisely at this stage is to deprive him of one of the most valuable lessons of life.

The next truth to be learned is that several foregoings of objects immediately desired may make it possible to get something that will be more permanently useful and satisfying. When the child has learned this truth, then he is prepared to learn the next great truth, that it is a good thing to save, not merely that some specific thing may be purchased but that he may have something to use for things that are very desirable that have not been anticipated.

These are the three great lessons to be gained by a child in freely using a fixed amount of money: (1) to choose among several desirables the most satisfying; (2) to deny immediate desires for greater satisfactions in the future; (3) to save some of one's money for emergencies and especially advantageous uses. To learn these truths and to become familiar with the best business and thrift facilities and methods is the object of all training in the use of money. Some practical problems to be considered are indicated by the following questions:

(1) How much should be the allowances of children of four or five in your neighborhood?

(2) What sort of things should the child have the chance to choose to buy?

(3) If he chooses something that proves unsatisfactory, should the other thing be

given him or should he wait until next allowance before buying it?

(4) How can you get him started to keeping his daily or weekly allowances to buy something that costs more than he gets at one time? Would it usually be best at first to give him enough or to lend him enough, or to have him wait till he saved a sufficient amount?

(5) How early should you have the child choose for himself how much he shall give to benevolences or for gifts for others? Would it be well to have an extra allowance before Christmas that can be used for gifts for others?

(6) Is it well ever to have children pay for dishes or other things damaged? If so, should it be recognized as a punishment or only as a matter of business justice? Adults are responsible for damages only when they might have foreseen or prevented them. Nor can adults be required to pay beyond their means; hence it will be well to discuss just what kind of damages, the amount of liability and the circumstances when it may be just and proper for the child to pay. Is it better to force him to pay or to get him to choose to pay? Should adults pay for damage they have done to children's things?

(7) How much allowance should children from seven to ten have in your neighborhood and should any part of that be given with the understanding that the child will pay certain necessary expenses, such as for pencils?

(8) Should the child pay any of his amusement expenses?

(9) As children get older, what increase in allowance should there be and what additional things should the child pay for?

(10) What are the possible advantages and disadvantages to certain types of children of having a fixed addition to their allowance, for lunch money?

(11) Is it practicable in any case for high school children to be given allowances from which some or all of their clothing and most other personal expenses, must be paid?

(12) To what extent may children, in connection with their allowance, learn to keep accounts and make budgets?

MORAL TRAINING IN THE HOME

BY RICHARD C. CABOT, M.D.

FIRST let us clearly divide habits from morals, unabashed by the fact that by derivation, morals, ethics and habits mean essentially the same thing. A training in morals means a training in self-expression, self-education and self-control. Consciousness and the preference of one act over another are involved. But habits once established work with a minimum of conscious guidance. They approach soulless mechanism as fast when they are good as when they are bad.

We need to train ourselves and our children both in good habits and in good morals; but for goodness' sake (literally) let us distinguish the two. It is terrible to hear *clean hands* (the result of excellent habits) linked in the same sentence with *a pure heart*. It is blasphemous to talk of cleanliness (that merely modern habit) as next to godliness. Some of the best men that ever lived must have been, by our standards, very dirty, and any scoundrel can keep his body clean.

But because good habits are convenient, economical and sometimes hygienic, habit training should be begun in the earliest days of a child's life and continued as long as he lives. One can hardly be too methodical and businesslike in this. Repetition, with or without comprehension is the essential. Imitation and social contagion are powerful allies. Many habits should be learned in childhood by a sort of mob spirit which masters the child by some one else's contrivance, not by his own doing.

After distinguishing habit-training from moral training, I recognize four main ways in which the latter is going on in a home.

1. *By the child's seeing and sharing what is admired by those to whom he looks up.*

As I remember my own childhood, I think

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nothing helped me so much as what I saw call out the unfeigned and spontaneous enthusiasm of my elders. When they glowed, crackled or exploded with delight over a book read aloud, over some one's bravery, over a fern, after a piece of music,

over a promise maintained in difficulties, and were not aware of my presence or trying to set me an example, then I inwardly and almost unconsciously marked and was marked by the action of reality. I looked, as every child does, through the eyes and through the actions of my elders (parents, brothers, friends), and was moulded not directly by them but by something greater than they, something to which they unmistakably looked up.

My elders also helped me, I have no doubt, by their direct and conscious efforts, by precept and by conscious example. But far more, I am certain, they gave me moral training unconsciously by living a part of their lives in my presence, a part that showed their own enthusiastic admiration, their significant surprise, their instinctive condemnation, even their helplessness. I recall the terrible recoil of pain with which my father discovered one of my early lies. He struggled with himself, not with me, but I was permitted to see a tumult of nature in revolt, not directly against me but against the betrayal of the truth. With no reproof to me, he swiftly and silently withdrew. I suppose he had forgotten my presence. But I saw and was appalled at the revealed majesty of the law which I had broken.

2. *The presence on all occasions of command, obedience or discipline of a third party, invisible, but dominating the child and his elders alike.*

Closely connected with the kind of moral

training just described is another which I can best introduce, perhaps, by a reminiscence of military experience. I have noticed in the army that the commands which a subordinate receives with satisfaction are those not originated by him who gives them, but passed on by him from "higher up." Alike when obedience is agreeable and when it is disagreeable, one likes to feel sure that the order is not arbitrary, but has been passed to the captain through his superior officers and to them by the needs of the situation itself, believed to be part of the world plan. If the man who gives you an order is himself under orders which he did not make and cannot change, himself a link in a chain which leads back into the ultimate purpose of the campaign, and so into something greater than any man and acknowledged by all, then obedience seems natural and may be inspiring.

In the home, if we ask obedience, never to ourselves but always to something which we ourselves also obey and cannot change, then obedience becomes self-control because self-control is never control by oneself but always by a higher law acknowledged. Such obedience trains not merely a habit, but a freedom under a law acknowledged and thus made our own. This companionship of parent and child side by side before a duty or an opportunity to which both look up is nourished and quickened if the parent takes every reasonable chance to obey his or her own child by what I may call

3. *Swapping places with our children.*

In games and outdoor sports the wide-awake parent can find many chances to take orders from the child and to learn from him. It is bad for any parent always to be in the position of leader and teacher and for any child never to be. The exchange of rôles makes it clear to both that neither parent nor child is really the source either of command or of obedience because command comes from the real needs of the situation and obedience is given not to a person but to a need perceived. In any romping game, in many feats of skill the child will sometimes surpass the parent, take the lead, become the teacher. Here is the parent's precious opportunity to give power to the forces of moral training by

showing that he can obey as well as give orders, and that the authority of the right is beyond the compass of anyone's individual will.

4. *Can moral training be aided by the punishment of wrong doing?*

Personally I believe that very little good is accomplished in this way. I cannot recollect receiving any punishment which taught me anything, and I have no memory of benefit demonstrably accomplished for children in this way. By the punishment of expulsion from college I am tolerably sure that I have seen good results in boys of college age. But that, I take it, is outside the range of my topic. It may serve, however, to exemplify one of the features of an efficient punishment, namely, that it should give as well as take away something desirable. When punishment consists wholly or mainly in depriving a person of what he wants and inflicting penalties which are disagreeable, it has, I believe, less chance of doing moral good than if it also furnishes new incentives. A boy expelled from college may be given thereby his first chance to feel the "call of the job," the incitement of earning money and the honor of responsibility.

Another feature to be sought—if we are trying to make punishment morally valuable—is this. If it is agreed to beforehand, talking it over with the child at a time when he is "good," he is more apt to submit to it as his elders do to the law, as something which he has had a voice in making, something more nearly self-imposed and less forcibly imposed upon him. He will not relish it when it comes, but he is less likely to feel rebellious and bitter.

In all the methods by which I have suggested that moral training can be carried on in the home, there has been an identical element. The authority on which morality rests never issues from the parent or from any single person or group. It is obeyed by parent and child alike, and is believed by both to rest in the nature of the universe of which we all form a part. It aims to secure itself in the will of God, dimly seen, not always understood by all alike, but presupposed as the goal and standard for all moral judgments.

Play and Recreation



Department of the Playground and Recreation Association of America

CONDUCTED BY J. W. FAUST AND MABEL TRAVIS WOOD

Back Yard Play Equipment*

IN April the back yard will be a bit too soft for actual play, but it is quite time to prepare the equipment for use the next month. While the boys are trying out their new stilts, spinning tops on the sidewalks or playing marbles, and the girls are playing hopscotch and jack stones on the stoop or porch, parents may be laying out and constructing sand boxes, swings and other equipment.

THE SAND BOX

The sand pile is, without doubt, the most popular play facility of childhood. Even up to the age of ten years and older, both boys and girls enjoy the unparalleled opportunity for play of the imagination in the construction in sand of caves, houses, lakes, rivers, highways, railroads, farms, villages, and the like.

Not only does the attraction of the sand box keep the child in its own yard, but at the same time engages it in a highly educational activity. Creative genius, resourcefulness in the use of whatever scraps of material are at hand, pride in careful workmanship, keenness of observation in order to produce accurate duplication, are merely a few of the faculties developed.

The cost of a sand box is so slight that no child need be denied this precious oppor-

tunity. The size, 4 by 6, is ample for two or even more children.

MATERIAL: Two pieces 2" x 12" x 8', two pieces 2" x 12" x 4', two pieces 2" x 10" x 4', 1 pound number 16 common nails. Approximate cost \$3.10. One load clean sand, approximate cost \$3.00.

A shelf at each end provides a seat as well as a "counter" on which to turn out molds, and from which to "sell" cakes, pies, etc. A dozen blocks the size of bricks (8 inches long) cut from a 2" x 4" are a valuable addition, being useful for walls and roofs of buildings, fences, bridges, etc. Small garden tools or a large spoon are also useful. Dampen the sand occasionally and keep bottles or other articles of glass out of it.

In choosing the location for the sand box, advantage should be taken of any natural shade. If this is not available, a canvas canopy can be built over the box at a small additional expense. An old army "pup" tent will be found to be just the right size for a shelter of this kind.

SWING

Next to the sand box, a swing will be found to be the most popular diversion for either boy or girl.

We never quite outgrow the pleasurable

* Much of the material on back yard play in this article is taken from "Home Play," the excellent booklet prepared by W. C. Batchelor. In it will be found detailed illustrations of all the equipment described. See second page of cover.

sensation resulting from our bodies traveling through the air. It may be by means of a swing, a broad jump, a pole vault, a dive, riding in an automobile or an aeroplane, or just one of the mechanical devices of the amusement park or carnival. Once fear is overcome, the pleasure is universal.

The first consideration, therefore, in the construction of a swing is *safety*. It should be built by a good workman. Iron pipe is preferable for the framework, but with care a safe and substantial swing frame may be built of wood at a considerable saving. Ten feet is a good height. The seat should be twenty inches from the ground.

MATERIAL FOR FRAME: Two pieces 4" x 4" x 13' (uprights), four pieces 2" x 4" x 8' (braces), one piece 4" x 4" x 6' (cross bar), one pound number 20 casing nails, approximate cost \$3.50. Joints should be morticed, bound with band iron or braced with 2" x 4" cleats. If 4" x 6" uprights are used, set in concrete, braces are unnecessary.

If the iron frame is desired, the following specifications are recommended: Two pieces 3" pipe 13', one piece 3" pipe 6', two 3" elbows, two 3" flanges. Approximate cost \$18.67.

For galvanized pipe and malleable fittings, add about 25 per cent. If set 3 feet in concrete, no braces are necessary.

Chain is superior to rope for the swing. Hangers should be of roller or ball-bearing type to avoid wear. Hangers or swings complete with hangers may be purchased from sporting-goods dealers. For children up to five or six years, a baby-swing of the chair type is preferable.

MATERIAL FOR SWINGS 18 feet of bulldog chain, 1 piece 2" x 8" x 24", approximate cost \$1.05; 2 ball bearing hangers; for wood frame \$4.28, for pipe frame, \$5.70. Steel swing, ready made with ball-bearing hangers; for wood frame \$9.00, for pipe frame \$9.50. Chair swing, ready made, with ball-bearing hangers; for wood \$7.50, for pipe \$9.50. Instead of ball-bearing hangers, blacksmiths will make either of the following for about \$1.00: two 1/2" x 6" eye bolts, two 1/2" x 4" rings, or two 1/2" x 8" eye bolts, two 3/8" x 2" eye bolts, one piece pipe 1" x 24".

An old automobile tire suspended by a rope or chain makes a very good improvised swing, and if hung about 3 feet from the ground also answers the purpose of a trapeze for small children.

HORIZONTAL BAR

There is probably no piece of playground equipment which contributes so materially toward the child's physical development as the horizontal bar. At the same time hanging by the arms and "chinning" are ideal for developing good posture.

MATERIAL: Two pieces 4" x 4" x 9', four pieces 2" x 4" x 6', 1 pound number 20 casing nails, 1 piece 1" pipe 5'7" long, 2 3/8" x 4" bolts. Approximate cost \$3.10.

Set posts 3 feet in ground. Bore 3 holes in each upright at height of 4 feet, 4 1/2 feet and 5 feet, respectively, in order to allow for adjustment to growth of child.

Pipe should be drilled and kept bolted to uprights at all times. If 4" x 6" uprights are used, set in concrete, no braces are necessary.

MATERIAL FOR IRON FRAME: Two pieces 2" pipe 8' one piece 1" pipe 5', two elbows 1" x 2", two 2" flanges. Approximate cost \$5.63.

Set three feet in concrete. Have competent man to do the work. Shavings or sand kept under the bar will add to safety for very young children.

By erecting bar in combination with swing frame, cost may be reduced from one-third to one-half.

SEE-SAW

The see-saw or teeter is one of the most fascinating pieces of play equipment. It has an added advantage in being one of the most inexpensive to construct. The fact that its use requires co-operation indicates that it teaches this most valuable quality.

MATERIAL: One piece 2" x 10" x 12' (clear), one piece 2" x 4" x 12', one piece 2" x 6" x 8', one pound number 16 casing nails. Approximate cost \$1.76.

There is a double advantage in building this with a movable base. Any child will soon discover that by placing this base at one end of the plank, an incline to run up and jump off or to stand upon and jounce is made.

Adjustment of the length on either side of the fulcrum will accommodate two persons of varying weight. In this way, father or mother may teeter with a child of any size.

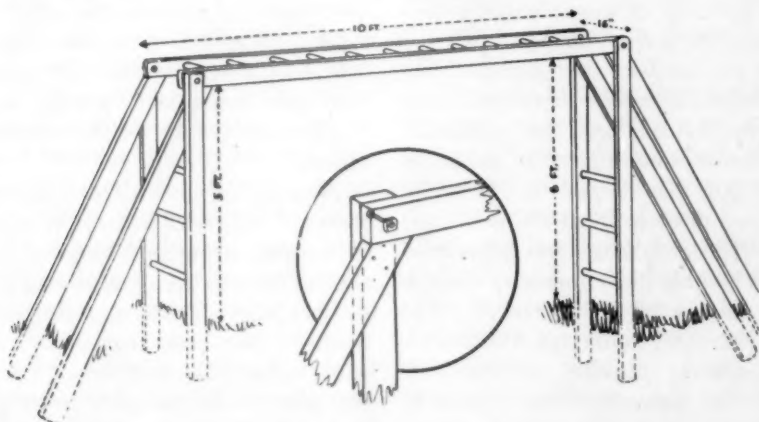
HORIZONTAL LADDER

Whether a person accepts the view of Darwin or of Bryan regarding the habits of our remote ancestors, the fact remains that children love to climb and to travel hanging by the arms.

Not only is this a highly enjoyable form of play, but it is at the same time the best known method of counteracting the detrimental effects of the school desk and the customary sitting posture. Straight spines and square shoulders are better developed through suspending the body from the arms than by any other means.

Hence, the value of the horizontal ladder as play equipment. This consists of a ladder suspended horizontally on two upright ladders, one five feet high and the other six feet in height.

MATERIAL: One ten-foot straight ladder, two pieces 2" x 6" x 8' and two pieces 2" x 6" x 9' (uprights), four pieces 2" x 4" x 10' (braces), six pieces 3/4" pipe 18" long, one pound number 16 casing nails, four carriage bolts 3/8" x 4". Cost approximately \$9.49.



Horizontal Ladder

We Can Help You

IF YOUR community is having a referendum election or a bond issue for recreation purposes this spring, or if you are starting a project for a recreation building or gymnasium, you will probably need local publicity suggestions as to how other communities have done it. The correspondence and publicity bureaus of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, are now making a special offer of assistance with these particular problems.

The correspondence bureau is always glad to supply information and suggestions on recreation publications, playground layout and equipment, athletics and games, community drama, and holiday celebrations.

Set uprights three feet in ground. Bore half way through uprights to insert 3/4" pipe at one foot intervals. If necessary, use brace or tie bolt to keep uprights from spreading. *Have a reliable man do the work.*

Shavings, sand or sawdust under the ladder, will add to the safety where there are very small children.

Where there are a number of children in the family, or in the event that several families wish to co-operate, a combination of several pieces of play equipment may be constructed in one unit at a considerable saving.

SLIDE

The slide is probably the most popular piece of play equipment. However, a slide of home-made construction is not recommended. To insure absolute safety, carefully selected material and expert workmanship are necessary. A slide which will be permanently safe may be purchased through sporting goods dealers for from \$30.00 up.

The Dramatic Element in Home Education or the Home and the Play Spirit

BY J. W. FAUST

Playground and Recreation Association of America

IT was agreed to write this short talk to you on the first subject if we could interpret it to mean "The Home and the Play Spirit." So that is our sub-subject. Still they may be the same in large measure, for there is no one thing that lifts home life more sweepingly and effectively from drab to drama than the Play Spirit. And if you have walked or will walk its courts you will find them rich in educational material for home and family. You will find further that the child when in them is at his highest point of receptivity, and therefore most readily enticed into new paths of thought and learning.

"But why talk of play in the home? Isn't that what children naturally do?"

Yes, yet so many parents are asking why children do not stay at home; why all their interests seem to center outside. This is largely due to the fact that many of the traditional functions of the home have been taken over by industry and the municipality. "The home is no longer the industrial unit. The boy has ceased to help his father in his work or to learn his own trade from him. The girl learns less housekeeping from her mother than formerly because there is less housework to be done." The school and the playground teach many of the things—sewing, cooking, manual arts and games—that formerly were learned at home.

The range of things learned there is greater, however; the average is higher, and the possibility of enriching the home life is increased by bringing them into the home as the children inevitably do.

The real trouble is that the absence of play spirit in the home and the indifference of parents kill their effectiveness. With all else that goes to make up a home, unless it has the joyous spirit of play in the hearts of parents as well as children, the spirit of play in all things—"chores,"

meal-time, bed-time and free-time—it lacks the dramatic interest, the lure which gives it that spiritual drawing power for children, and, yes, for parents, which helps make it truly a home instead of an American-plan hotel.

THE YEAST OF LIFE

The play spirit is as essential to the lightening of the whole family life as yeast is to bread.

Experience in social work with families in need of help in solving their problems shows the drabness of life in so many places called home. As Dr. Galpin says, "Toil and toil scenes alone do not make for love of fatherland." Other memories must be added—scenes of love, play and worship. It is even so with the home, where the love of fatherland begins. Joseph Lee goes a step further in saying, "When the home ceases to be a place for the child to play, the reason for its existence will disappear."

A study of juvenile delinquency records shows a real need for all wholesome play. A further argument is given in the unsigned answers to a questionnaire filled out by hundreds of school children in several towns. One question for boys was, "Does your father play with you?" and over 50 per cent of the answers were a brief and pathetic "No." I tell you those dads will have no defence when their sons seek other companionship in time of need.

Play is essential to parents and children for its practical benefits. It rejuvenates the elders (we absolutely know it does), it restores nervous stability, it gives grace and poise and beauty to the body. It is the principal medium of physical and character development in children. It teaches tolerance, fairness and good sportsmanship in all things. Then, too, it has a therapeutic value in relaxing minds, refreshing bodies,

and thus helping to keep the doctor away. One health service clinic prescribes various forms of play and recreation for its patients, feeling that it is quite as important as diet and hygiene to keep bodies, minds and spirits fit.

So we would say that if you will have your children come to and stay in the home as an attraction of the first magnitude, as a place of play and rest and inspiration, first have the play spirit, the joy in all things, and second, be "at home" to them, if not every night, at least certain evenings each week when the whole family, by definite appointment, has an "at home" together.

"But," you ask, "how do you begin—where do you begin?" The "how" goes back for first steps to the old telephone slogan: "The voice with the smile wins." If ever this proves true it does so most decidedly in home relationships. The voice with the smile does win; smiling teamwork, lighter tasks, readier obedience, happier home atmosphere. It puts the play spirit into all home life.

Let us then take up briefly the family routine. Here the help of the children is made fun by the use of achievement records—a wall chart, home-made, listing daily duties assigned, with awards of a silver or blue penciled star for good work and gold or red for excellence. Such simple chores as bed turned down and aired, clothes hung up, room tidied and bed neatly made, dish washing, table clearing, porches and walks swept; personal appearance—attire, shoes, nails, hair, teeth, etc.—with special mention marks for voluntary things such as care of flowers and plants, errands, etc. And, of course, the boys are included in all this. Friendly, healthy competition can be encouraged and lessons of team-work and good sportsmanship learned right here. Of course, dad should take his part in the chores, leaving mother to award his stars in the heavenly ways mothers can do such things.

DINING—OR FEEDING?

Then there is meal time. Does your family dine—or feed? Dining is an art. For charm and grace and pleasant recreation, meal-times stand alone. Dad should

be counted on for news of the big world—current history, science, exploration, discovery, deeds of courage and noble sacrifice, etc. Mother is chief guide and mentor of table talk and manners and encourager of conversation.

Have you tried taking the food item by item, the utensils—silver, linen or cotton, copper, etc.—one at each evening meal, and having the children look up the processes involved in bringing them to family use? There is a limitless store of education and intensely interesting knowledge there—countries, customs, agriculture, husbandry, arts, industry and land and maritime commerce—all the works of man. The children, with encouragement, learn to consult sources of reference, learn to mentally arrange material in order for telling and get experience in expressing themselves. The thrill of achievement that comes from imparting earned information to a sympathetic group is theirs.

Now for free time—and do not make the mistake that free time just happens! "Happenstance" produces little free time for play. It must be planned for and set aside.

Formerly this free time was spent almost entirely in the family or neighborhood group. Now, with school playgrounds, municipal recreation programs, with the Y, the Scouts and Camp Fire and Boys' Clubs and kindred organizations, much play under helpful leadership is enjoyed by children outside the home. This should be a rich source of play material and activity for introduction into the home. Handcraft, woodcraft, nature lore of birds, trees, rocks, flowers and stars, manual arts and games learned at school, all furnish a large store for filling the home play time with fascinating new interests.

Many families plan so that all are out on the same evening, and then they have other evenings when the entire family plan to be at home. For the evenings at home, singing games, story telling and reading take up the early evening before the little tots turn in. Then there are nights with quiet table games or the more active games with music, charades, pantomime, dramati-

zation of stories read and simple plays. There are the sings about piano, or even "uke" or harmonica where there is no piano.

For reference and detailed suggestions see the Recreation Section and other sections on music and home reading, etc., of *CHILD WELFARE* for the past year, particularly for August, September, January, March and April. These give bibliographies on home and back yard play, music and drama. In fact, *CHILD WELFARE* for the past year is an excellent source of reference and a fund of suggestions.

PLANNING TO PLAY

But be sure to plan in advance for the things you'll do, father and mother and the children each taking a share in the preparation. You may have outgrown the thrill of preparation and anticipation (though you never should), but to the children it is half the fun. It need not be a rigid business schedule, and it can be thrown overboard bodily if circumstances and the desires of the children clamor for something else. But have a plan anyway.

The books containing games and suggestions are legion. Such books as "Games," by Bancroft, and "Teaching of Industrial Arts," by McMurtry and Eggers (Mac-Millan), and "Home Play" and "Hand-craft" (by the Playground and Recreation Association of America), and a host of others, not forgetting the two, "Twice 55 Songs" books and the "Twice 55 Games with Music," by Birchard, and the "Golden Book of Favorite Songs," by Hall and McCreary.

Then, of course, home play also means back yard play (see *CHILD WELFARE*, Recreation Section, August, September and March). If you will also refer to "Back Yard Play Equipment" in this number you will find our suggestions on this subject.

We do want to say to weary mothers and office or shop-tired dads that the world looks much different from a bench or chair under a tree in the back yard than it does from the porch. Out there you become at once a part of the children's play—their companion, their coach and referee—though you may never move from your bench with your mending or book or the vegetables in preparation for dinner. We predict from experience that the play of the children, seen from that vantage point, will awaken memories of your own youthful prowess, and that soon you will find yourself at times happily and heartily joining in. The father whose son trounces him in tether ball, and is in turn beaten in quoits and in chinning the bar, the mother whose daughter puts her to rout in a game of hand ball, but who whitewashes said daughter in croquet, know what the comradeship of children is.

Family nature-walks and family picnics are other sources for keeping play and the play spirit fresh and green in the home.

In short, if you will to possess the play spirit, to nurture its growth and foster its strength, if you make the effort to have it infiltrate the whole fabric of home life, you will learn that the things that one may seek and find for doing and reveling in together are legion, and cover the four essentials of life as Dr. Cabot states them—"Work, Play, Love and Worship."

Like all else in life worth while, the play spirit does not come placidly and benignly in and sit down at the hearth stone. It must be laid hold on. It must be captured and possessed. But the effort involved and the resourcefulness, patience and ingenuity required are a small price to pay for comradeship between parents and children, for the enrichment of home life and for the sheer joy of being a member of the home it re-creates.

That constructive recreation which improves physical strength, which creates stimulation of mind and strengthens the moral fiber of our people is just as important as their efforts in labor.—Herbert Hoover.

Department of the *National Education Association*

Mary McSkimmon—A Great Teacher

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

THERE is enough heroism, enough beauty, enough goodness, enough truth in the lives of men and women now living to inspire boys and girls to heights undreamed. The world has long and well honored those who died for a cause. Time was when affairs were so in the grip of autocratic men that about the only way to make an impression was the dramatic sacrifice of death. Time is when men and women have such freedom, coupled with responsibility, that the great services are rendered by persons who are willing to *live* for a cause—to hold on day after day to the little things and the big things, the petty and the significant, the thrilling and the humdrum. The firing line of human growth is the battle front of this hour, and the mother, the father, the teacher, and the pastor are the heroic and hopeful figures of this age.

The greatest biography ever written is the story of a teacher. When the dramatized evil that runs so freely through film and press today are long forgotten, the great dramatic story of unusual goodness in the life of the man of Galilee still will be news to hungering millions looking for the better way. It has always been so with the great teachers, and always will, for the world is eternally interested in growth and life. Parents, who pass their



Mary McSkimmon, president of the National Association, 1925-26.

own attitudes on to their children in a thousand subtle ways, may well speak often of the lives of noble teachers. This is the story of a great teacher—a Maine school-girl who won her way to the highest honor in the gift of America's 750,000 teachers—the presidency of the National Education Association of the United States.

The baby girl who was to grow into this great leadership was born in Bangor, Maine. Her mother named her Mary and her schoolmates called her May. She was

in the Bangor High School when Dr. Charles M. Jordan, now superintendent emeritus of the Minneapolis public schools, was principal of that school. He delights to tell how he permitted her to do two years high school work in one.

Miss McSkimmon began her educational career in New England, when a notable group of schoolmen were in their prime. One needs only to mention Charles W. Eliot, Colonel Francis W. Parker, Josiah Royce, Herbert Palmer, and G. Stanley Hall to suggest the associations that have been big factors in her life. Miss McSkimmon's first school was in the state of Maine, near Bangor. Her second year in the schoolroom brought her to Pocasset, Massachusetts, where she boarded with the mother of General Leonard Wood. She afterwards taught successively in Dedham, Bos-

ton, and Brookline. In January, 1893, she was called to the principalship of the Pierce School in Brookline, and from that day to this in that school she has made a record that lives in the hearts of a large group of men and women who are now serving humanity better because of what she did for them.

Miss McSkimmon's feeling for the way values are built into the lives of children is illustrated by the story of how she handled a girl from a wealthy home who did not wish to take her turn in scrubbing the floor in the cooking laboratory. For convenience, let us call the child Marjorie. Said Marjorie to her teacher: "I do not scrub floors at home. Mother does not scrub floors. We have a maid to do that. I don't want to scrub floors at school." Marjorie's teacher brought her to Principal McSkimmon, who said to the child in her quiet, sincere manner: "You need not do here what you would not do at home. You need not help scrub the floor in the cooking laboratory from now on. You shall not be permitted to do any of the things about this school that mean greater comfort and happiness for us all. There are plenty of others who appreciate the privilege of doing these things, and when your turn comes to scrub the floor, your teacher will let me know and I'll come up and do it for you." It is needless to say the penalty was never carried out. A new sense of values came into Marjorie's heart in a way that she has not forgotten.

As president of the National Education Association, Miss McSkimmon has been in nearly half the states of the Union. As I have pieced together accounts of these journeys from statements by mutual friends, three things have impressed me most. First, Miss McSkimmon never thinks of education without thinking of children and their concrete daily needs. Particular children are always on her mind. She writes regularly to her pupils in Brookline. She visits children in their work everywhere—preferring that to opportunities of other kinds. Second, graduates of the Pierce School, Brookline, where she has labored so long and faithfully are doing notable work all

over the country. They greet her here, there, and everywhere. They ask about the school: "Do you still read *The Man Without a Country* to the whole school on Memorial Day?" Third, one is impressed by the earnestness of the woman, coupled with a buoyancy and love of fun which make her a welcome guest on any occasion.

President McSkimmon is first and foremost what every teacher should be—a strong, cultivated, and inspiring personality; a lover of childhood and the finer things of life. She has knowledge enough to know that today is better than yesterday. She has faith enough to know that tomorrow can be made better than today, and common sense enough to know that the teacher must always work with things as they are. She has enjoyed for a generation all the privileges that go with her position as principal of a great school in one of the wealthiest centers in America. She knows the poor little rich child and the rich little poor child, and sees beyond the surface into the heart of both. She has made the most of the great intellectual opportunities that center around Boston and Harvard, without losing the common touch. Miss McSkimmon's genuine sympathy for others less well situated than herself, her long sustained efforts to improve conditions for all teachers and for all children, have endeared her to the hearts of everyone who knows her noble work.

That Miss McSkimmon is the sixth woman president of the National Education Association suggests how recently such opportunities have come to women. Not even membership was open to them when the association was organized in Philadelphia in 1857. Back to the historic scene of its birth, President McSkimmon will take the association in its meeting in July, 1926. Under her leadership Philadelphia will become the scene of a new act in the educational drama, where, in the setting of the Sesqui-Centennial celebration, teachers will gather to dedicate themselves anew to the service of childhood and of the nation which holds childhood higher in the scale of values than any other nation on which the sun shines.

PREMATURE VIRTUES

BY MARY S. HAVILAND

Research Secretary, National Child Welfare Association

OF the many wise utterances of Jean Jacques Rousseau, none contains a more profound truth than his statement that "A virtue prematurely taught sows the seed of a future vice."

Our ancestors were blissfully ignorant not only of child psychology, but of the child's whole physical, mental and spiritual make-up and of what could and could not reasonably be expected of him at a given age. They saw no reason why the adult virtues of quietness and self-restraint should not be expected of small children, so, when the Sabbath came 'round, Phoebe Ann and Josiah, aged respectively seven and five, must walk sedately to meeting with no unseemly noise or mirth. Arrived at the house of prayer, they must sit silent and motionless between their parents and give heed—or the semblance thereof—to the two-hour sermon on predestination. On week-days, there were long "stints" to be performed, fine, eye-taxing samplers to be made. Everything, apparently, was done to teach the adult virtues regardless of their effect on the growing body, immature mind and undeveloped character of the small victim.

Nowadays we know better what can and cannot be safely required of young bodies and young brains. We no longer expect small children to keep silent and motionless for more than a few moments at a time. We no longer expect them to give prolonged attention. We no longer demand from them any work that requires fine co-ordination and expert use of the small muscles. We do not undertake to teach any accomplishment prematurely. We know that to do so is not to hasten but to delay real progress. Thanks to the newer psychological studies, we are getting some idea of what we may and may not reasonably



expect our children to do at a given age.

But are we applying this knowledge to the development of our children's characters? Are we helping them to grow according to the laws of natural moral development, or are we trying to force upon them a premature virtue which will surely sow the seed of a future vice?

I have in mind a twelve-year-old lad whose parents were eager that he should be independent and quite unswayed by popular approval or disapproval. They wanted to instill in him the adult virtue of independent moral judgment. So his mother had him clean the windows one day at an hour when all his young friends would be sure to pass and see him. She explained to him that it was a fine thing for him to be helpful, and that no one should be ashamed to do anything unusual and conspicuous in a good cause. She felt that she was strengthening her boy's moral fibre. As a matter of fact, at an age when he *ought* to place high value on the code and approval of his fellows, he was being taught to disregard and scorn them.

Did you ever watch the efforts of a well-meaning adult to teach a pair of babies to co-operate? They resist with a vigor which proves how unnatural, how premature is that virtue at that stage of life. The effort results only in accentuating their individualism or in forcing the more docile to yield to the more determined. Whatever benefits may result from the Nursery School, it is certain that great care must be taken to shield the baby who is still in the individualistic stage, from a premature struggle with other personalities.

Another social virtue which, prematurely taught, brings trouble in its wake is liberal-mindedness, tolerance. To little children,

black is black and white is white—there is no such thing as gray. Actions are either right or wrong. Statements are either true or false. This positivism is a necessary stage in the child's growth. He must first form his concepts, clearly and distinctly, without being confused by half-tones, exceptions and debatable points. The way to master anything is by learning first the rules and then the exceptions. The way to teach truthfulness is by teaching love of truth and hatred of lying—not by discussions as to whether a lie may sometimes be justifiable. Such discussions may be of great value to the older boy and girl, but they have no place in early childhood. The premature attempt to teach liberal-mindedness is likely to beget instead an attitude of indifference and an extremely hazy idea of moral values.

One of the "premature virtues" most often demanded of young people is prudence, caution, foresight. The danger of such a procedure is expressed by Helen in "The Private Life of Helen of Troy." She says, speaking of a pair of youthful lovers, "They shouldn't be prudent so young. It's beginning at the wrong end. Youth should begin by loving life. Prudence is a form of caution, it's a control of your impulses—but you must have impulses before you can control them. Or it's a kind of foresight—but how can you have foresight until you have accumulated some knowledge of the world? And how can you accumulate experience if you begin by avoiding it?"

The parent who tried prematurely to teach his child caution will succeed only in teaching him timidity. Far better that the baby should get a few falls, and the boy and

girl make a few mistakes and so learn caution for themselves, than that they should be thwarted all their lives by fears and unnecessary inhibitions. Let them, as Helen says, "accumulate experience" and learn caution, as, after all, we all must do, by their own mistakes and failures. They will never learn it through ours.

Another pitfall lies in parental ambition, and solicitude which shelters the child from natural, rough-and-ready contacts with his fellows and at the same time spurs him to more and more intellectual effort. As Gesell says, "Ordinary boys of his age may be scuffling up the grass, playing violent football, taking long hikes, quarreling, making boyish blunders. The 'only boy' finds prolonged exercise a bore, football too rough; moreover, he is unduly scrupulous about his school work and his music practice; he has less time to waste. The boys of his own age, however, find him out of their sphere and even out of their sympathy; they discern that he is naively simple in certain spots and supercritical in others. With all his primness and intellectual advancement, he is not an all-round boy and may not be an all-round man because of fundamental discrepancies between the development of his intellectual traits and of his personality traits."

The fact is that every stage of development has its appropriate virtue, and that just as a trait which is laudable in the child may be undesirable in the man, so also that which is praiseworthy in the man may be undesirable in the child and also dangerous for his future. It has been wisely said that "the best guarantee of normal maturity is normal immaturity."

The Child's Bill of Rights

"The ideal to which we should drive is that there should be no child in America that has not been born under proper conditions, that does not live in hygienic surroundings, that ever suffers from undernutrition, that does not have prompt and efficient medical attention and inspection, that does not receive primary instruction in the elements of hygiene and good health."

The Children's Foundation

STUDY COURSE

BASED UPON "THE CHILD: HIS NATURE AND HIS NEEDS"

CONDUCTED BY M. V. O'SHEA

Professor of Education, the University of Wisconsin

SIXTEENTH LESSON

The Modern School

I. IS THE SCHOOL OF MUCH IMPORTANCE IN SHAPING THE CHILD'S INTELLECT AND CHARACTER?

DO YOU know any regulation in human life of greater significance than the requirement that every child in America should attend a school for a minimum of eight years, an average of from four to five hours a day, five days in the week, and forty weeks in the year? What other influence operating in human life is compulsory and is as continuous and prolonged as the influence of the school. Of course, the home cares for the child for more years than the school does, but its influence is probably not so continuous, or at least not so methodical and purposeful. Even while the child is under the guidance of parents, he is away from home influences much of the time while he is living at home.

For how many hours each day do you, if a parent, exert a direct and controlling influence over your children? Are they not out with playmates most of the time when they are not in school or asleep? If not with playmates, then are they not occupied with their books, music or tools while they are in their home? It would be illuminating if you would work out a typical week's program showing just how many minutes each day you spend with your children for the explicit purpose of shaping their intellect or character. Then make a comparison between the amount of time you devote to your children in order to educate them and the amount of time which the teacher devotes to them.

There is a further fact that parents hardly ever take into account in reflecting upon the importance of the school in shaping the child's intellect and character. As a rule, but allowing for exceptions, pupils are in a receptive and modifiable attitude when they are with the teacher. They expect to be taught and to learn. They are not resistant to the teacher's instruction. They accept the facts which she presents, and, speaking generally, they attempt to follow the rules of conduct which she provides or prescribes. In other words, they are in a learning frame of mind while they are in the school.

But how is it while they are at home? Do they accept instruction from parents with the same eagerness and plasticity that they accept it from the teacher? Have you observed that while in the home children are usually more or less set against the teaching and advice which are offered them by parents, grandparents, and older brothers and sisters? Do they try to pursue their own course more largely in their home than in the school; and for this reason is it more difficult to shape them intellectually and temperamentally in the home than in the school?

A further point should be taken account of by parents; the principle was referred to in a previous lesson but it is desired to make a special application of it in this lesson. You cannot fail to have observed that children learn much more willingly and readily from playmates than from their elders, whether parents, ministers, teachers, or any other adults, unless possibly such spectacular

persons as locomotive engineers, policemen, pugilists, or athletes.

Nature says to the typical child: "The most important thing for you in life is to adapt yourself to the group of which you are a member. You should keep your eyes and ears open in order to learn what the group would like to have you do, and then you do it, even if you have to antagonize all the adults around you. Once you get your cue from the leaders in your crowd, follow it just as long and as far as you can." And the child obeys nature in respect to this matter, which makes the school of tremendous importance in his life since he is constantly affected by the school community.

Still another matter should be noted by parents, though probably most of those who are studying these lessons have already reflected upon it. The number of minutes during a day when a child is being operated upon by his parents specifically for the purpose of shaping his intellect and character is constantly decreasing. Influences outside of the home are playing a very large rôle in the child's development. A remarkable change in this respect has occurred during the last fifteen years. The writer has had testimonies from many parents to the effect that they do not see much of their children these days; often the father does not see them more than once a week. Whenever he is home they are either in bed or in school or out at amusements of one sort or another. They dine out with friends or they have friends dining with them, and the father is cast for a minor part in these social situations. The telephone, the automobile, the cheap motion picture theatre, the ball room, the public playground, all of them, in addition to the public school—are monopolizing the child's time and energy and reducing to a minimum the influence of parents in shaping his intellect and character.

Among all these influences and institutions that are operating on the child in present-day American life, the school is the only one that goes deliberately and purposefully at the task of developing his mind and influencing his temperament. The school is a highly-organized educative institution, but the home is entirely unor-

ganized so far as educational influences are concerned. Whatever educative work it does is incidental or accidental. Its chief mission is to take care of the child physically. The home has too many problems to solve to become an educational institution.

In view of these facts, it can be said unqualifiedly that the school in contemporary American life is exerting greater influence in developing the intellect and shaping the character of the young than any other institution or all of them combined. This is why parents should take so great interest in it; fortunately they are taking more interest today than parents did twenty-five years ago. They are trying to keep in touch with what is happening in the school more now than they ever did, and this is one of the most encouraging facts relating to the education of the young.

II. AND WHAT IS HAPPENING IN AMERICAN SCHOOLS?

In discussion of this question, read what Mr. Tigert, United States Commissioner of Education has to say on the subject in Chapter XVI, pages 325 to 336.

If you have observed what has been taking place in the public schools for the past decade or so, you must have noted that there has been a change for the better in the personnel of the teaching staff. It may help you to understand what we are trying to accomplish in the way of securing trained teachers for the schools if you will read pages 337 and 338. Teachers are better informed today regarding the subjects they teach, and they are more expert in teaching them than has been true heretofore.

The status of the teaching profession has been so greatly improved since the World War that the most capable and attractive young men and women are being drawn into the teaching profession. What is the situation in your community? Do teachers measure up in personality traits to the standards set by the best representatives of other professions,—law, medicine, engineering, the ministry? If the teachers in your school are inferior in respect to personal characteristics you have a problem which you ought to try to solve immediately, be-

cause your children will be as much influenced by the teacher personally as by the teacher professionally.

III. IN SCHOOL EQUIPMENT WE ARE SETTING A PACE FOR THE WORLD

What is happening in your community in respect to school plants and their equipment? Taking our country as a whole, there has never been anything more remarkable than the improvement in school buildings and facilities for school work. School buildings in America are among the most elaborate, artistic, and finely-equipped buildings in the world. Even in small cities and in towns we see school buildings that in size and attractiveness are exceedingly impressive.

What does all this mean? It means that in America we believe that education is the supreme duty of the nation, the state and the community. We are placing education ahead of every other interest or concern of society. We are providing physical facilities and a teaching staff which no one twenty-five years ago would have believed possible. Is this not an impressive fact? Also, does it not suggest that everyone in the community, teachers, parents, and laymen, should co-operate in making our school plants effective in developing the intellect and molding the character of the young.

Probably everyone who is studying this lesson is asking the question: Are we not going beyond our resources in providing such elaborate educational facilities for elementary, high-school and university education. This is a very real problem today in American life, and it ought to be most carefully considered in every community. Read the discussion of the problem in Chapter XVII, pages 351 to 355. Then find out what proportion of the total amount of money raised in your community for public purposes is spent on education, and attempt to answer the question: Do the returns from the schools warrant the expenditures made for their maintenance?

See if you can discover any waste in the conduct of the schools in your community. There may be one source of waste which will escape you unless you give your attention particularly to it: Do some of the

children in your community loaf on the job so that the effort that is expended on them is lost? Do they dissipate in any way so that when they are in the school they are not capable of profiting by the opportunities which are offered them?

Here is a question for you to debate: Should a community that provides elaborate education facilities require that every child who goes to school should, so far as possible, be in fit condition to take advantage of all the opportunities that are offered? It costs from seventy-five to eighty dollars a year to educate a child in most communities. Is there not a reciprocal obligation to the effect that the child must be in a condition to do his level best so that the money expended on him will not be wasted? Has any parent a right to permit his child to live in such a way that when he is in school he is dull and uninterested?

IV. THE ENRICHMENT OF THE COURSE OF STUDY

If you were in school twenty-five years ago and have not visited a school since, you would have the surprise of your life if you should go into an up-to-date school and observe what is being taught. You would find a group of subjects which you never heard of twenty-five years ago. You would also find that a few of the studies that when you were a child you thought were the only ones of any importance are being relegated to a subordinate place in the school course. Chapter XVIII discusses this matter in a concrete way; read the entire chapter. You should also read pages 339 to 344 and you will see what is happening to the course of study in the schools and what considerations are leading to the introduction of new studies and the curtailment of older ones.

It is exceedingly important for anyone who is responsible for a child's education to try to understand the principles which are guiding educational people in re-modeling courses of study. Many parents do not understand these principles, and they are antagonistic to the changes which are taking place, and so they make it harder for educational people to accomplish the aims which they have in view in the work of the school.

The typical parent says, "I did not study such and such subjects when I was in school, and I do not see why my children need to study them." Suppose a farmer should say, "My grandfather took his grain to mill a hundred miles away with an ox team, and what is good enough for him is good enough for me." Suppose a doctor should say, "Fifty years ago the doctors treated disease by giving calomel and drawing off some of the blood of a patient, and that seemed to work all right, and so that's the way I will treat my patients." What would happen to a farmer or a doctor or an engineer or anybody else if he relied today upon the methods that people used fifty years ago? Isn't it strange that parents who make use of the radio, the telephone, the telegraph, steam cars, automobiles, tractor plows, anti-toxins for the cure of contagious diseases, clothes made in special establishments, flour ground in a mill instead of by hand, and so on, should say that the schools ought to be run in the same way now that they were run fifty years ago?

V. WHAT ARE WE AIMING AT IN OUR SCHOOLS TODAY?

Everyone who is studying these lessons ought to try to find a clear, adequate and

accurate answer to this question. First read Chapter XVII, pp. 356 to 369.

Do you approve of the aims which are dominating American education today? Is there anyone of the objectives which is not important in present-day American life? Is there any aim which has not been mentioned in the chapter referred to which ought to be taken account of in the schools?

What are the guiding aims in the schools in your community? Why do you send your own children to school? Are the parents in your community playing any rôle in determining the aims of the schools? If there are Parent-Teacher Associations—and there certainly should be—what part are they playing in trying first to understand what the schools are aiming at and then considering whether other means would meet the requirements of the community better than those that are now determining the work of the schools?

We close as we began: The school is the one institution in American society that is exerting a deliberate, purposeful, organized effort to develop the child's intellect and mold his character. Is it not worth the most careful attention of all who are charged with the care and culture of the child?

Problems Relating to Lesson Sixteen

I

What changes have occurred in the schools in your community since you were a pupil in them? What is back of these changes? Are you in sympathy with, or hostile toward, these changes? Why?

II

If you have children in school, do you know what they are getting out of each study? Do they talk about any of the studies at home? Do they praise some and condemn others? Why?

III

Do your children ever use any facts or principles gained in any subject in school in their play or work outside of school? If your children are pursuing studies that apparently have no effect upon their life outside of school, what good do they derive from such studies? Would it be better if they should spend their time in another kind of work?

IV

When a pupil graduates from your elementary or high schools, what does he know and what can he do that will be of real service to him in daily life? Have you ever tried to find out accurately what your children have gained from their elementary or high-school course?

V

Do your children gain more from contact with other children in school than they do from their studies? Is the teacher's personality affecting your children's point of view toward the situations in which they are placed outside of school? Are they being helped or are they being hindered in the school in their effort to adapt themselves harmoniously to the world around them? If you could have your way, what would you do to the school in your neighborhood to make it a more potent influence for good in the life of your children?

THE CITY HOME

BY JOHN M. GRIES AND JAMES SPEAR TAYLOR

U. S. Department of Commerce

MANY of the problems of a home in which there are children are the same the world over, but they may assume very different forms. There is a wide variation among homes, for example, even in the same city, for some may be small apartments in large, closely-built apartment houses or tenements where it is a problem to give children all the sunlight they need, and others may be detached homes in the suburbs with practically as much light, air and open space as in the country.

Conditions in a small town may differ greatly from those in the heart of a large city, but there are certain problems, both for the individual family and for the city government which are different from those

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in the country. This paper endeavors to deal briefly with conditions and problems which in general belong to urban as contrasted with rural territory.

Within the space of a comparatively few years there are millions of families which move from country to city, or

from congested districts to sparsely settled areas, and which have the difficult task of adjusting themselves to the change. There are, furthermore, many city families which do not make the most of the special advantages which are available, and which do not consider what may be lacking in their children's surroundings, and how they may best make up for the deficiency.

The chief distinctive point about city life is the fact that a considerable number of



A house in the industrial district of Wilkes-Barre, Penna., which is typical of the neglect and poor sanitary condition of homes in practically all industrial cities.



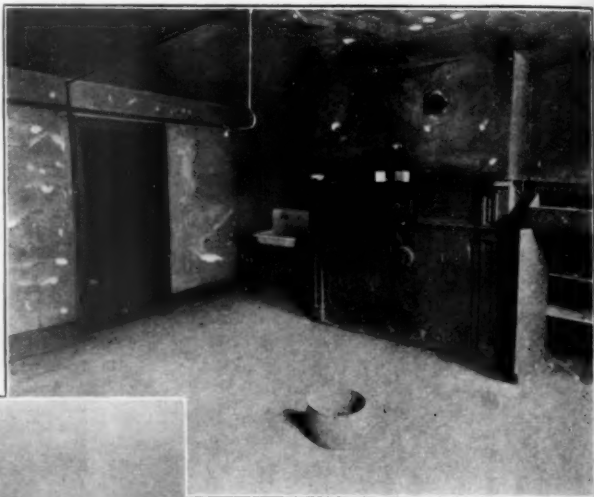
A similar home in the industrial quarter, in which the house and grounds have been improved by the Wilkes-Barre, Penna., Better Homes in America committee.

people live comparatively close together. Even in districts where the less well-to-do families live, makes it possible for a large proportion of city homes (but not nearly so many as those who have failed to study the problem would think), to have both running water piped to the home, and connection with a sewerage system to carry off waste. This makes it easier to keep clean and to wash dishes and make kitchen and laundry work lighter. There is also less danger from polluted water than in some country districts. Many city homes are also connected with electric or gas lines, or both. These permit gas ranges, and also good lighting without the labor of caring for kerosene lamps or candles or a lighting system such as is found on many farms.

Families grouped together in cities also make more use of many services. Garbage and ashes are called for regularly. Laundry may be called for and delivered on short notice. Fresh milk and groceries are delivered daily to the door. Coal is brought to the cellar. Restaurants or cafeterias may furnish meals inexpensively when for some reason it is inconvenient to prepare them at home. Neighborhood grocery stores obviate the need for storing large quantities

of food in the house, and delicatessen stores provide food which is partially or wholly prepared. Homes may be on paved streets with sidewalks, which means that there are fewer muddy boots to be cleaned and less dirt is tracked into the house.

The result of such collective services and utilities is to reduce greatly the amount of labor required for many of the tasks of good housekeeping. On the other hand, cities are apt to be sooty, which means that more housecleaning and more washing is required. There may be more laundering for members of the family who must make a presentable appearance at their work. The services which are performed or furnished from outside the city home but which in the country are commonly the result of individual labor must, however, be paid for.



An ugly and unsanitary tenement in Paterson, N. J., before improvement. Showing what a few dollars and much patience and clever work can accomplish.



This improved tenement was demonstrated to the citizens of Paterson, N. J., by the Better Homes in America committee in the 1925 campaign.

Large numbers of city families can not afford many of them and so have to live in unimproved houses. In another group of families the mother seeks work outside the home in order to help provide necessities or comforts. This, of course, is a serious handicap in bringing up children. In many cases older children go to

work, often under none too satisfactory conditions.

A very considerable proportion of city families also live in more or less congested districts. A mother in the country can take her baby onto the porch or leave it in view of the kitchen window at any time. In many city homes, on the other hand, it is a real problem for busy mothers to give their children the benefit of the open air and sunlight which is so vital to their health and growth. City homes are frequently smaller than country homes and the problems of bringing up children will increase greatly as the space and number of rooms in the home goes below a certain point. In a small flat, for example, it is much harder for children to do effective home work in their lessons and to take an interest in reading, or to develop an aptitude for mechanical contrivances and making things with their hands. Many city families are handicapped because they do not have separate bedrooms both for boys and for girls, apart from the parents' room. It is harder to maintain high standards where a room is used jointly for cooking and living purposes. Families living in apartment houses are subject to disturbance from their many neighbors whose taste on the radio or talking machine may be different, or who may be noisy and boisterous just at the time the children are going to sleep.

Social life in the more densely populated city districts tends to be pushed away from the home, and more of the time of children and young people is spent away from the supervision of their parents. Many children living in tenements and apartments spend very little time at home except for meals and when they are asleep. When they are not at school they are at the playground or on the streets. The parents find it hard to give them liberty and at the same time exercise any real control over the character of their associates.

Diversions for the family as a whole are apt to be at a moving picture theatre or at some amusement park where the stimulus provided is of a less wholesome sort than contact with nature or companionship between the parents and children. As Elihu

Root has said many times, it is hard to think that a race can continue virile where the children are separated from the earth by paving stones. Yet many city children have little or no opportunity to play on green grass, or spend time in the woods.

Such difficulties, fortunately, are by no means insuperable. No matter how cramped the family's quarters, it can have a substantial amount of family life of a high type. There can be reading out loud, home music, games for the whole family, and frank discussions between parents and children of the day's affairs and the deeper problems of life. It is possible for most city families to have some excursions to the open country, or at least to the larger parks where there is opportunity to observe wild life, and to enjoy woods and open fields.

There are of course a great many positive advantages in favor of the city dweller. A child of marked or special ability has a better chance to develop it in a city, where libraries, vocational schools, and better possibilities for training in music or other fine arts are available. The city child has the opportunity to "find himself" by working at different trades during the summer vacations of his high school period, the opportunity to obtain guidance from specialists in different branches of learning, or to develop earning capacity which may be invaluable if he wants to work his way through college. And he derives certain advantages from organized play and athletics in which he may engage at playgrounds.

Although, as we have pointed out, the quality of home life and the character of a child's upbringing in the city are dependent largely on the capacity and ideals of individual parents, the collective responsibility of the community presents a wider range of problems in the city than in the country. In the country the functions of the government that relate directly to home problems are confined mainly to roads as a means of communication, and schools (including transportation to and from school). The maintenance of churches and church activity, and provision for social gatherings

are other rural problems which are usually handled by local agencies. In the city, however, there is not only the care of streets and the provision of schools to be accounted for by the government. Playgrounds within easy distance of every home, small parks for breathing spaces and relief from the monotony of solid blocks of buildings, larger city parks, and country parks, are all matters of public welfare that are a part of the government of the city. The city must assure the proper relation of streets, parks, schools, homes, stores, and factories to one another by efficient city planning and by zoning ordinances, or be content with a hodge-podge development and shabby, ill-suited surroundings for a great number of its homes. Housing and zoning ordinances can prevent the erection of dark, insanitary tenements, and can prevent the unwarranted intrusion of noisy factories and junk yards into home districts. The influence of good city planning and zoning, and the proper co-operation of city authorities with private companies in developing ease of transportation is necessary for avoidance of congestion, and for a wise distribution of the city's population and business.

The health of the city may be menaced by an inefficiently managed water supply, a poor public health department, by inadequate inspection of food manufactories and restaurants, by permitting the unnecessary breeding of flies, or by neglect of other precautions.

It is, therefore, fundamental that families who wish to make the most of their own homes and to have conditions favorable for their families should take an active interest in the city government.

The moral atmosphere in which children are brought up depends largely on the effectiveness of religious organizations in reaching the community.

The percentage of families which may have an opportunity to own their homes, and derive the benefits which may come from home ownership, may be much greater if there are efficient local home-financing institutions which have deposits large enough to lend to all homeseekers who are able to carry through a transaction on a reasonable credit basis.

The family with a city home has a very wide range of problems to solve, as all of this discussion may have shown. It is in line with the whole development of our modern civilization that the study of problems by individual experts and the joint consideration of their conclusions leads to the discovery of new means of solution, and to a spirit and attitude of mind which makes for progress. For that reason it is our belief that better homes demonstrations embodying the results of careful research into the problems of the city home deserve a high and established place among the many activities of the modern city.



Boy Scouts of Sacramento, Calif., erected this hut, tent, and log cabin in the 1925 Better Homes in America Campaign, to illustrate the evolution of the home.

THE DEVELOPMENT OF THE HOME

Child Health

Department of the
AMERICAN CHILD HEALTH ASSOCIATION

Edited by KATHERINE GLOVER
in co-operation with the professional Divisions
of the Association



Homes for Children to Grow In

BY KATHERINE GLOVER

HOUSES, like people, bear the impress of certain characteristics—usually the characteristics of the builder. A certain very capable woman of my acquaintance has built two houses and is planning a third. Each of those houses is built around the kitchen, because the economy and efficiency of house work happen to be her paramount interest. The kitchens in those houses are marvels of convenience. She has two children, but, though the house is ample in size, there is no playroom for the kiddies and their toys are crowded into a corner of the bedroom which they share with the nurse.

Where there are children in a family—and practically every house built to endure should include some corner for children—the house should be planned with thought for their well being. Architects are rarely educated to include the consideration of children in their plans. Decorators are beginning to evolve fascinating schemes for children's rooms—sometimes more fascinating than practical—but there is a great need for constructive and workable efforts toward making the home in which children live the right background for their lives, in plan and general detail, giving them elbow room, conforming to the encouragement to right health habits which the school and the responsible parent are giving.

If the school and the parent instill the desire for cleanliness, for sunshine, make clear the danger of germs, of sleeping in poorly ventilated rooms, the need to protect the eyes, and the child goes home to a house which by its very structure, is dust-ridden, poorly ventilated, bereft of sunlight and badly lighted, the teaching loses much of its effect.

The house built with the child as an important influencing factor is not only a good place in which to grow children—as a well-planned and tended garden is a good place to grow flowers—but it is also sure to be a place where the whole family flourishes. All along the line we are beginning to wipe out the sharp divisions between childhood and maturity, realizing that what is good for children usually is good for grown-ups, too.

The house planned for the well-being of a child has hygiene and cleanliness as one of the major considerations. It should have rounded corners hostile to dust, sanitary walls, woodwork easily cleaned. It is well-ventilated, with plenty of windows offering cross ventilation. Also it provides stretching room for their activities, a playroom indoors as well as out, where a clay city or a fairy castle of blocks may take on the appearance of permanence, carrying over from one day to another, undisturbed.

In furnishing and decoration the child enters in, for the house should wear a cheerful dress of colors, particularly the places where the children spend their time. Neutral tones for the older members of the family, if you will, but brighter hues for the eyes of childhood, which are not yet jaded.

There must be room and place for growing things, both indoors and out, for a pet or two, if it is only a canary or gold fish,

and for flowers or greens, if merely a window box.

One can walk into a home and know almost instantly what kind of a life the children who dwell there have. The home where children are happy, where life is expansive and free rather than dull and cramping, cries aloud from the threshold to the garret. The home where children are healthy and rightly housed should be equally apparent.



A HOME FOR A CHILD TO GROW IN

One of three demonstration houses built for the 1925 Better Homes in America campaign in Atlanta, Ga. This is a four-room house, erected from plans of the Architects' Small House Service Bureau for \$2,188, exclusive of land.

What to Do on May Day

WITH May Day drawing near, plans for celebrations and programs are everywhere beginning to take shape. That celebration which springs most spontaneously from the interests and enthusiasm of the community is likely to have the greatest value. Sometimes, however, original ideas may be expanded to include suggestions which have been tried out elsewhere and found successful.

In order to assist communities with their plans to make May Day a day of genuine significance, leaving in its wake permanent results, the American Child Health Association offers these suggestions from the 1926 May Day-Child Health Day Plan Book.

ASSOCIATION ACTIVITIES

It is suggested that each association or organization appoint a delegate to serve on the May Day Committee.

A local Parent-Teacher Association, or unit of the Red Cross, Federation of Women's Clubs, American Legion, etc., may support and assist the health officer by:

1. After a canvass of the birth reporting, conducting a campaign to secure a more complete reporting.
2. Financing part of the whole time of a nurse for the prenatal, infant or pre-school age service for one year.
3. Conducting an educational campaign by meetings, publications, etc., to obtain greater understanding for the need of care and consideration for the child with "only a cold."
4. Publishing a statement of the status and needs of child health activities in the community.

They may support and assist the local medical society by:

1. Stimulating protection of the children against diphtheria by conducting educational campaigns; by pledging the protection of their own children by assisting in toxin-antitoxin clinics.
2. Stimulating complete physical examination of each child annually and by pledging that the members of the club will do this for their own children.
3. Securing adequate hospital facilities for children.

Fifty dollars will do any of the following:

Distribute 2,500 copies of any one of the following three publications for mothers: "The Expectant Mother," "The Baby" and "The Child from Two to Six," published by the American Child Health Association.

Obtain a person of state or national prominence to speak on some phase of child health.

Secure twelve to twenty health films a year from state or national agencies. (Cost of expressage.)

Equip a school clinic room. (Scales, sterilizer, table, two chairs.)

Buy a dozen playground balls.

Award prizes for health achievements. (Poster contests, Schick test contests, room with best teeth.)

One hundred dollars will do any of these:

Furnish crackers and milk for twenty-five children for four months. (One-half pint of

milk and one cracker 5 cents—\$1.25 per day for eighty school days.)

Canvass the birth reporting of the city and acquaint the citizens with the findings and need for more careful registration. (One hundred dollars to cover the cost of clerical help, printing, etc. Canvass to be made by club members.)

Buy scales for three schools.

Equip a small children's playground with sand-boxes and swings or slides.

Publish and distribute 25,000 leaflets setting forth the health needs of the community.

Three hundred dollars will do any of these:

Protect 250 children against diphtheria. (Money covering physician services, toxin-antitoxin furnished by state.)

Provide equipment for treatment of fifteen children in an open-air room.

Make a complete survey of the infant mortality of the city by districts.

Fifteen hundred dollars will:

Provide a public health nurse for one year.

For whatever the organization can spend:

Health books in the library.

Health library for teachers.

Volley net and balls for playground or other apparatus for playgrounds.

Equipment for clinic room for nurse in one or more school buildings where she could keep her supplies and see children.

Celebrations in the Schools

Plan to make May Day a Health Day in your schools—not as a special day without any relation to the past, but as a time of happy rejoicing over gains made and as a pledge of gains to come.

On the first day of the semester, launch a health program to be carried on in all classrooms and by every teacher, so that May Day may be the culmination of the whole year's work.

Try to make the festival program an active program—games, athletic events, or a pageant—participated in by the entire school population.

If a May Day pageant is used, it should arise out of the entire year's work and *not* be developed under pressure for the occasion.

If "ability tests" are used in the school's regular education program an early announcement should be made to permit pupils to improve their "abilities" before May Day.

In case a complete outdoor field day cannot be developed as a May Day celebration, a

regular assembly period may be devoted to a school stock-taking, at which time the pupils report, grade by grade, the health achievements of the year.

If it is to be a health promotion demonstration any May Day festival plan, especially those involving athletic events, strenuous games and physical ability tests should take in full consideration the health status of all children participating.

A conspicuous feature of the May Day festival may well be the celebrating of the health gains made by the children.

There may be included in this festival recognition of any contributions made during the past year to such school equipment as promotes health (acquired by the schools from any source or from any group). This may be the means of including in this festival the parent-teacher groups, Red Cross, tuberculosis associations, women's organizations, men's organizations, etc.

Principals, superintendents or parent-

teacher associations can organize a series of lectures for teachers, carefully chosen so as to be *interesting, authoritative and directly* related to teachers' personal health needs and to the nutrition, physiology and hygiene of school children.

No May Day program can be considered to fulfill all of its possibilities as far as schools are concerned unless the present Public Health Council or Advisory Committee or other similar organization of citizens interested in public health progress, give serious consideration to the problem of translating the findings of May Day into action. It is the function of the May Day Committee to see that their efforts are followed up. This committee might do the following things:

1. Examine the existing facilities for the health supervision and health instruction of children as these exist in the public schools or in volunteer or public organizations set up to serve these aims in the public schools.

2. Discover the weak points in the local organization and draw up plans for the strengthening of this point or points in the coming year. This means that plans should be made, then funds and personnel secured to correct the weakness.
3. Make definite plans for a simple scheme for following through, *during the summer*, the school's health program for children. The plan decided upon should be calculated to appeal to the children so that it can be largely carried out by them. If extra playgrounds, bathing facilities, etc., need to be provided in certain parts of the city to make this possible, the committee should discover this fact and do what it can to remedy it.
4. Arrange with the existing official and unofficial agencies of the community for pre-school examinations, before the close of the spring term, of children who will enter school in September, and the correction of physical defects, malnutrition, and the like, before school opens in the fall.

In the above way May Day can be made not only a beautiful festival but a practical help in the development of the next step for child health in each community.



May Day in the National Congress of Parents and Teachers

"Every Father and Mother . . . a Blue Ribbon Parent in 1926"

IT is the purpose of this nation-wide program to stimulate community interest and co-operation in sending to school in September its First Grade children as free as possible from remediable defects.

The 1926 campaign will begin on May Day, and May Day state chairmen and others interested are invited to write direct for detailed information and material to the Campaign Director, 5517 Germantown Avenue, Germantown, Philadelphia, Pennsylvania.

For the second year the *Delineator* has presented to the Congress \$500 to be given in prizes to the five Parent-Teacher Associations attaining the best results and developing the most effective methods in this "Summer Round-up of the Children."

The American Child Health Association believes that this program offers communities a golden opportunity to unite all their resources in practical, constructive, child health work.





The Study Circle

Department of the
CHILD STUDY ASSOCIATION
OF AMERICA, INC.



Edited by

Sidonie M. Gruenberg, *Director*

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Friendly Indifference

BY MARION M. MILLER

WILL you have some more beans, Harold," asked John's mother.

Harold and John were fast friends. Day after day during the summer they built castles and tunnels in the sand, they jumped from the third step, they fought for possession of Harold's new red bike; in short, they did just what four- and five-year-olds always do when they are in the country and when they are friends.

One morning excitement ran high at Harold's house—he needed his freshest suit—his hands and face were polished and his hair brushed, without a single murmur on his part—this may seem surprising, but why not—wasn't he going out for lunch! It is one thing to play with one's neighbor every day, but it is an altogether different thing, and vastly more important to be invited to dine with him.

Harold's mother saw him trot across the way with misgivings and mental reservations. Granny thought it might have been wiser to warn John's mother that Harold was a very "picky" eater. Every meal was a dramatic performance, with Harold in the title rôle. Either he dawdled until in desperation mother or Granny took the fork or spoon and fed him, or else he rebelled altogether and had to be bribed to eat anything at all. "Really it is a wonder that he looks as well as he does," they often said, "and what it takes out of me, you can't imagine!"

At John's house, the dinner party proceeded merrily—four children and three grown-ups. Harold watched the others and did just as they did; when the lima beans were passed he took two big spoonfuls, because the others did and that seemed the right way to do. No one spoke about food or eating at all. The discussion centered about how high a kite would really fly if you had just any amount of string and similar subjects of weight and importance.

Early in the afternoon, when the little fellows were resting the mothers met in council. "Yes," said John's mother, "He really did; potato, beans, soup and everything, not to mention a double helping of chocolate pudding. Why do you ask? Does he ever fuss about his food?"

Mothers everywhere are struggling with their Harolds and their Marys, cajoling, threatening, bribing them to eat, and the harder they work, the less gratifying the result seems to be.

What, then, is the solution? Are we to continue to bribe and to beg? Are we to wait for that uncertain day when he will "outgrow" it? Or are we to try to get at the root causes right now and to bring about a happier adjustment of personalities?

It goes almost without saying that we must first determine whether there is not some physical cause at the root of the difficulty. Are we sure that we are really giving the child the right kind of food and the

right quantity? If we are, then let us adopt a little of the "friendly indifference" which experts tell us is so very valuable in handling children. Serve the child as the others are served, with no more fuss, and then do not focus any special attention on his eating of it—act as though you didn't

care particularly whether he ate or not, and after a reasonable length of time, remove the plate even if it is not yet empty. Children will not starve while there is food to be had, but neither will they lightly give up such a splendid opportunity for holding the center of the stage.

Health Rules and the Little Child

BY SIDONIE M. GRUENBERG *

IN the development of our educational ideas, we have discovered different stages in the life of the child, but not in their chronological order. Apparently the adolescent was the first object of educational concern; perhaps it has always been true that this period is a period of strain and stress—for the surrounding adults. The younger child became of educational concern on a large scale, only in comparatively modern times, partly because attention to the training of adolescents revealed defects in their preparation. In very recent times the infant was discovered, especially with regard to his physical care: it had become obvious that at least the high mortality rates could be reduced by closer attention to the care the infant receives and by applying what is known of physiological science. For years, however, the period between infancy and school, from about two years to five or six, was the neglected period. The child had survived the perils of ignorant or unskillful handling during infancy, but had not become subjected to the organized supervision of kindergarten or school; he belonged nowhere in particular and was nobody's business. This is the stage that we commonly have in mind when we speak of the nursery or pre-school child. It was the kindergartners who really helped to discover this child; they could not but be impressed with the number of bad habits and with the real deficiencies in the children that come to them.

We all want children to be healthy and happy; but we do not want them to make

health or happiness objects of conscious desire. It would be very unfortunate, and not at all conducive to happiness, to get children launched upon the pursuit of health. And yet we recognize that health is a condition that bears directly upon happiness and effectiveness; and that health is to a large degree subject to educational or training influences.

During this pre-school period the child acquires very many habits that are of direct and constant relation to his health. On the physical side, it is obvious that what he eats and how, his elimination, his sleep, his cleanliness, are of the utmost importance. But the period is of equal importance because here are fixed emotional attitudes that affect his well-being and happiness for the rest of his life. Here is where most people get their obstinacies, their fears and hostilities and jealousies, and their other hampering and injurious fixations of feeling.

THE MOTHER'S BUSINESS

Whose business is it to guide the child through this period, and to see that his habits do fit into healthful living and wholesome relations to others? Obviously this responsibility rests with the mother; but the mother often needs the help of the public health nurse, of the social worker; and increasingly her efforts are being supplemented by those of the nursery school teacher.

What must these do for the health of the child? We think first of proper nutrition. And then there are the several kinds and degrees of cleanliness; he needs training in proper habits of elimination, as well

*Read before National Conference of Social Work, Denver, June 16, 1925.

as in routinizing sleep and rest, his clothing is being standardized for season and occupation. All of these things and several more are given thought, and all are being taught to those who have to deal with the child, including mothers and prospective mothers.

We know that milk is an excellent food for young children—Nature's own, if you please. Eggs seem also to have been invented especially for the nutrition of young vertebrates. The mother and nurse ought to know what is good for children. With many mothers, at least, it often seems to be a choice between *making* the child eat what is good for him and *letting* him eat what he likes—or go without food. A little more knowledge, however, may relieve us of these cruel alternatives. It is possible, for example, that in the case of a particular child milk is *not* an ideal food, or even a desirable one. Some children do have idiosyncrasies that present genuine obstacles to a predetermined diet; and that is something to know, in addition to standard diet. Moreover, it is not merely more physiological knowledge that is much needed, but knowledge of an entirely different order, namely psychological knowledge. For example, the very solicitude of the parent is in many cases the most serious obstacle of all in the health training of the child. The mother who resorts to forcible feeding of carrots or spinach has the conscientious determination to do what is right by the child. The child, on the other hand, may be unconsciously taking advantage of the mother's panic to get for himself a maximum of attention.

THE DAILY THRILL

One of the great needs for the health training of this period is some way of helping parents acquire the technique for establishing health habits, without making the child too self-conscious, too much aware of his importance, too much concerned with the significance of each detail of the ritual. This need is emphasized especially in those cases in which the parents have already mastered the essentials of physical care. In a case from Massachusetts, an educated

mother, a well-meaning father, an intelligent child of two and a half to three years, and one younger child, tangle up their feelings with their knowledge and desires until all concerned suffer in health. Every meal is an event—yes, an adventure—for there is no telling what the outcome will be. The child refuses to eat alone; with the mother present she will sit tight until the mother places the food in her mouth; then she will hold the food, but not chew it. In the end, the mother is exhausted and at her wits' end. What help does she get from her eager study of diet? There is certainly much more that she needs to know, if she is to keep her child well, to say nothing of getting her into habits of health. The father and mother do not agree on the first principles of discipline. When the mother has the child in hand, and makes requirements that the child does not meet, the father takes the position: What can you expect of a little child like that? When it is his move, however, he finds himself equally futile, his reproach reads: "Why don't you train her better? You have her all day." Practically every normal child would much rather go hungry than miss a show like that. These conflicts do not make for either health or happiness; but they do give a thrill to life.

Many of the habits we seek to establish during these years are acquired easily enough if they are a part of the colorless routine of everyday life. In so many cases that come to the clinics the ignorance of the parents is an obvious factor.

We have to learn, then, in addition to diets and rules and tables, to cultivate a certain casual manner in handling everything connected with the routine of the day's living. We must be friendly, to be sure, but we must also affect indifference regarding a thousand important details. It is the fact that in a nursery the teacher in charge has to deal with the activities of the day's living in an impersonal way, without emotion, that makes it possible for the children to do here what their mothers have such difficulty in getting them to do, whether it is eating carrots, or going to the toilet before it is too late, or washing their

hands, or saying, "thank you." The children need affection, and they need attention, if they are to be well and happy; but they do not need to have their feelings attached too firmly to those things that must be accepted as matters of course—the things that make up keeping alive and well. The child should eat, and he should eat in accordance with the best knowledge of the nutrition laboratories; but he should not eat in the presence of a personality charged with emotion watching every move and counting the calories. The child should empty the bowels, of course, and regularly; but this need not be an occasion for an exciting drama.

Health habits should be the unconscious habits of healthy living, acquired as simply and unquestioningly as habits of wearing clothes, or sleeping in bed, or being polite, or using the mother tongue. The child needs to know nothing of the philosophy or of the importance of these habits. He gets them because they are parts of his living environment, the way in which those around him live and act. It is important for the adults in the child's immediate surroundings to understand what kind of living is healthy living; but it is far from necessary for them to raise with the child an issue as to which articles of diet or which details of routine he will or will not accept.

FACTS OR FAIRY TALES

This distinction between supplying the conditions for healthy living and attempting to *teach what is healthful* is well illustrated by what happens to the child in the matter of sex knowledge and attitude. Many children reach the kindergarten with very decided notions and feelings on this subject. Much of what is in their minds does not correspond to the facts, and their feelings are of a morbid kind. On the other hand, it is quite feasible to bring the child through this period without any of those untoward manifestations. In the first place it is possible for the child to acquire a considerable amount of first-hand knowledge about the anatomy of his own body, with a decent vocabulary that does not carry any

unwholesome suggestions. All parts of the body, as he becomes aware of them in turn, are equally interesting, equally important, equally clean; and as fast as he knows them apart he should have names for them. The alternative is the early association of the idea of secrecy, or indecency, or impropriety, or wickedness, with some organs or functions.

During the early years the child can learn not only about his own body, but also about the bodies of other members of the family—and he does, apparently, often in spite of the earnest but foolish efforts of elders to prevent him. He should learn in a casual, normal way, that the human race consists of males and females; and when he gets around to the question of the source of babies he should be informed without fear and without embarrassment.

It cannot be claimed that these early lessons about life are of direct value to the child as useful knowledge. To satisfy his curiosity, all sorts of stork stories and other zoölogical fables might serve for the time being. The value of direct, truthful and casual information lies first in keeping open the confidence and sympathy between parent and child, a relationship of first importance from the health point of view. In the second place it lies in forestalling degrading and confusing information that will inevitably come from a variety of sources, and that we now recognize to be powerful agents in the development of habits that undermine mental and physical health.

The tremendous increase in our knowledge of the child's nature and development has come about through the studies of many specialists, each dealing with a minute detail. As fast as each important fact is established we are tempted to make practical application of it. The result very often is that the child comes to be treated as a bundle of sharply-defined departments that have nothing to do with one another. However valuable specialization may be in research, the time has surely come for us to deal with the child as a living unity, to co-ordinate for his welfare the many useful things we have learned.

STUDY OUTLINE

Training the Little Child in Health Habits

REFERENCES: H. C. Cameron, *The Nervous Child*
 E. R. & G. H. Groves, *Wholesome Childhood*
 Douglas A. Thom, *Habit Training for Children*,
 National Committee for Mental Hygiene, N. Y. City, 10c.

What are the little child's physical needs?

1. Sleep and rest.
2. Right food.
3. Regular elimination.
4. Clothing adapted to his activities.
5. Plenty of sunshine.

Why must we begin at an early age to establish health habits?

1. The first years lay the foundation.
2. The first years are most impressionable and easily influenced.

What must be considered in applying general health rules to the child?

1. Expect as a matter of course that the health rules will be followed.
2. Remember that the child's refusal to eat may be caused by the attitude of the parent rather than by any dislike for the food. The more indifferent the parent can seem to be, the more likely the child is to eat.
3. The child may welcome the conflict following refusal to eat because it gratifies his desire for attention.
4. Do not emphasize unduly one particular part of the health routine, but keep everything in proportion.
5. Keep the home atmosphere cheerful and happy. Avoid discords.
6. Make health habits as nearly automatic as possible.
7. Help the child to think of different parts of his body impersonally and in terms of their functions. Be frank and truthful in meeting questions about sex.

The Book Page

BY WINNIFRED KING RUGG

I WONDER how many fairy stories there are that an adult would willingly read through from cover to cover. No, willingly is not the word. Involuntarily comes nearer describing the manner of my own reading of Greville MacDonald's "Billy Barnicoat" (E. P. Dutton & Co., New York, \$2). Dr. MacDonald is quite within his rights in calling his book "a fairy romance for young and old."

Greville MacDonald comes honestly by his ability to tell a fairy tale, if inheritance really counts in such ways, for his father was George MacDonald, author of that best-beloved of all fantasies, "At the Back of the North Wind." That is the book of which Gilbert Chesterton said, "It stands by itself because it makes children feel that

the thing really happened." The same comment can be applied to his son's book.

"Billy Barnicoat" is a story about Cornwall, where piskies and merry-maids (mermaids) have always been inextricably intermingled with the rigors of fishing and mining, with smuggling, wrestling, wrecking, and the most intense devotion to the teachings of the great John Wesley. A strange folk, set off by themselves, are Cornish men and women, on a coast of such wild beauty that it is no wonder fairy-lore survived there longer than in any other part of England.

Dr. MacDonald's book tells of what happened more than a hundred years ago when a Spanish ship was wrecked on the Trannions near Mullinstow. Among the

wreckage was a baby wrapped in seaweed, and the story is all about this waif with his foxy eyes and his pointed chin and ears, "a little horned goat" among the Methodist lambs of the village, but one who brought great happiness to his foster-parents, Rachel and Jacob Hornisyde. Billy B. had a strange way of passing directly from the real world of pilehard nets, tarred rope ends and meat pasties to a world of mer-children, wild sea-horses, buried towns and enchanted woods. He could move back and forth in his energetic, "wogging" way from one to the other so that the reader is utterly beguiled into accepting the glamorous along with the actual.

Greville MacDonald knows Cornwall as well as any man can, and fairy-lore was household talk in his father's home. Lewis Carroll, too, was a friend of the family, and it was young Greville who, at the age of six, said, on hearing a reading of "Alice in Wonderland," in manuscript, that there ought to be sixty thousand volumes of it.

There ought to be as many of "Billy Barnicoat."

There is considerable sense, some nonsense, and a sufficiency of slapstick in the little "Joyous History of Education," by Welland Hendrick (A. J. Seiler, New York, \$1.50). Mr. Hendrick discourses blithely and briefly about education among the ancients, summarizes the contributions of the famous educators, and so gathers momentum for his onslaught on (most) modern methods. With Pestalozzi he deals more gently than with the others, for Pestalozzi really taught. Of the "doctrine of interest," discovered by Herbart, he observes that it finds children interested and leaves them "candidates for success who approach the struggle of life with the proposition, 'Amuse me and I may do a little work.'"

What Mr. Hendrick has to say about the language of the teaching profession—"Pedagogues"—must call forth an amen from anyone outside the profession who is obliged for any reason to read books on educational methods or child psychology. Amen!

The author was himself for many years a teacher, having been connected with normal schools and training schools. For that reason, perhaps, he can with better grace turn his satire upon the pedagogists. Naturally the satire holds a large admixture of exaggeration.

* * * *

In "Mothers and Daughters" (George H. Doran Co., New York, \$1.50), Jessica Cosgrave, head of the Finch High School for Girls, warns mothers of the dangers that there are for their daughters in the present universal tendency to "speed up." She insists that parents must make some deliberate, concerted effort to simplify life for their children unless they want them to become still more nervous, unsettled, and averse to any steady, concentrated attention to serious work. Mrs. Cosgrave's book is made up of a series of brief talks to mothers on such subjects as the development of character and personality, religion, vocations, romance and the importance of maintaining the right relations between both parents and their daughters. The book is practical and straightforward, written out of the author's experience both as a teacher and a parent.

Give me work to do,
Give me health,
Give me joy in simple things,
Give me an eye for beauty,
A tongue for truth,
A heart that loves,
A mind that reasons,
A sympathy that understands.
Give me neither malice nor envy,
But a true kindness
And a noble common sense.
At the close of each day
Give me a book
And a friend with whom
I can be silent.

—S. M. Frazier, in National Education Journal.

SOME NEW BOOKS FOR PARENTS

"A Practical Psychology of Babyhood," by Jessie C. Fenton.

"Training the Toddler," by Elizabeth Cleveland.

"The Challenge of Childhood," by Ira S. Wile.

"Wholesome Childhood," by Groves & Groves.

"Youth in Conflict," by Miriam Van Waters.

EDITORIAL

At a dinner meeting of civic workers the other day, we fell to talking about a keen sense of responsibility as an essential to character. A club president said, "My greatest trait is the number of members and committee chairmen who cheerfully promise to do things and then forget them." The Mayor of a small city added, "Even members of a city council who asked to be elected to office, fail to come to meetings or decline to vote for fear of becoming unpopular." The pastor of a large and prosperous church said that he found this habit a definite stumbling block to the spiritual life of a community. The president of the Parent-Teacher Association then spoke up and said, "Isn't it because we don't hold our children to fulfilling their obligations and promises"? to which a keen-eyed, middle-aged spinster replied with some spirit, "If I had children to bring up, I should say to them, fail in your algebra lessons if you must, write a poor theme, or mix up your French verbs and I will forgive them all, if only you make yourself a person to be depended upon, one who never breaks a promise, nor drops a job just because it is hard or disagreeable." And we all decided that she had the only solution of this nation-wide problem.

How many times we set a child a task—washing dishes, mending stockings, cleaning a side walk, or what not—and then, when he becomes a little tired or bored and whines, we finish up the job because, "it is easier to do it myself?"

How often do we say "It doesn't matter" when our boys and girls make a pledge—ten cents a month for the Near East, a daily tooth-brushing or the elimination of slangy speech—and drop its observance after a little time?

Or how often do we covertly smile at those few in a community who do take their promises seriously and call them "over-conscientious"?

If we could train just one generation to

this sense of responsibility most of our social and civic problems would disappear in twenty-four years.

* * *

At least twenty times in the past few months we have been asked to support parents in their efforts to make their children adopt the life work chosen by them for their children. But never could we do as they asked, for it seems like forcing a rose to grow into a lily or an American into calling himself an Englishman. After all, isn't it our task to help build character, ideals and standards in our children, and then, prayerfully to "stand by" while they select their own profession, trade or art? The world is full of poor ministers who wanted to be good mechanics, poor business men who would have been good dentists or doctors, and poor stenographers who wanted to be dressmakers. Who are we to make these young, self-reliant, intelligent boys and girls live our lives?

* * *

A LITTLE girl of eight asked the other day in all simplicity, "Do you suppose we will want to sign a Locarno treaty now, that we are going into the Court?" After she had left the table, where she joined in the conversation when she was spoken to, with continued evidence of intelligence, her Mother said, in response to our wondering question, "Yes, we always talk about world or community matters at the table; my own family used to quarrel mildly most of the time and I made up my mind that if I ever had children, our meals should not be spoiled by constant personalities. And besides, we think that the time to make children interested in world conditions is when they are so young that they don't realize that they are learning something. Sally is deeply interested in the boys and girls in other countries and likes to talk about them, and I don't want her to know that not

everyone does it, for fear she will become self-conscious." A wise Mother?

* * *

IN a newspaper interview not long ago this shoot of the editorial staff made the statement that among her general acquaintance, which is a rather far-flung one, she believed that fifty per cent of marriages were happy ones. This statement has been challenged by preachers and speakers as being too high and we have some curiosity to know what the readers of the CHILD WELFARE MAGAZINE think about it. We do not mean necessarily, ecstatic or transcendently blissful happiness, but the happiness that lies in harmony, productive of good work in and out of the home, with a warm, friendly partnership on which a happy family may be reared happily. What do *you* think about it?

AT the Federal Motion Picture Council Conference held in Chicago, one session was devoted to speakers from different Oriental countries who told of the international influence of American pictures. It was embarrassing to hear from each one (they represented Arabia, China, India and Japan), that the prestige of America was really threatened by these pictures, which so misrepresent our home and government life. They said that where there was already feeling against us, it was deliberately fomented by those who wished it, through such questions as "Would you wish to be ruled by a nation whose women are all immodest and unfaithful, whose children openly defy their parents, and whose governmental officials are all dishonest? It gives us an added reason for purifying our pictures."

M. L. L.

P. R. A. A. Twenty Years Old

IN April, 1906, when the "horseless carriage" had just begun to invade our streets and the "leg o' mutton" sleeve was in style, a group of men and women met at the Y. M. C. A. in Washington, D. C., and founded the Playground Association of America. Dr. Luther Halsey Gulick, founder of the Camp Fire Girls, the Public Schools Athletic League of New York, and other social organizations; Myron T. Scudder, Dr. Henry S. Curtis, director of physical education in Missouri, and Miss Mary E. McDowell, director of public welfare in Chicago, were among those present.

The object in forming the organization, which later came to be known as the Playground and Recreation Association of America, was to form a body with a "specific purpose of developing an adequate playground system for cities and towns and to assist in the establishment of such playgrounds and developing public sentiment along these lines."

At the time, only forty-one cities reported organized recreation. Today, there are more than 711. The "playground system" of today includes vastly more activities than the founders of the association dreamed of. To children's playgrounds have been added wading pools, bathing beaches, swimming pools, athletic fields, camps, musical and dramatic programs, training courses, handcrafts, art activities, nature study and scores of other pursuits.

And yet—as the second quarter of the twentieth century gets under way—it is clear that there is as great a need for a national training and promoting agency for recreation as there was twenty years ago. The increasing competition of commercial amusement agencies for the people's spare time, the effect of city building on breathing and play spaces, the menace of professionalism in sport, together with the steady development of mechanization in industry, demand the renewed and enlarged efforts of the friends of amateur play in city, state, and nation.

To speed the day when every community in America may know the rich cultural and recreational life that some now enjoy is the objective of the Playground and Recreation Association, as it enters upon another twenty years of work.

Unfenced Grounds Breed Dangers!



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Within the protecting arms of an Anchor Playground Fence, children romp and play in safety—unfailingly protected against speeding cars, snapping dogs and neighborhood bullies.

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protection. They are strong, impregnable, unclimbable—their sturdy construction and thorough galvanizing insures years of service. They afford no obstruction to cooling breezes and healthful sunshine.

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Be sure to send for a copy of the interesting and helpful booklet, "Playgrounds—Their Planning, Construction and Operation". See following page for information and coupon.

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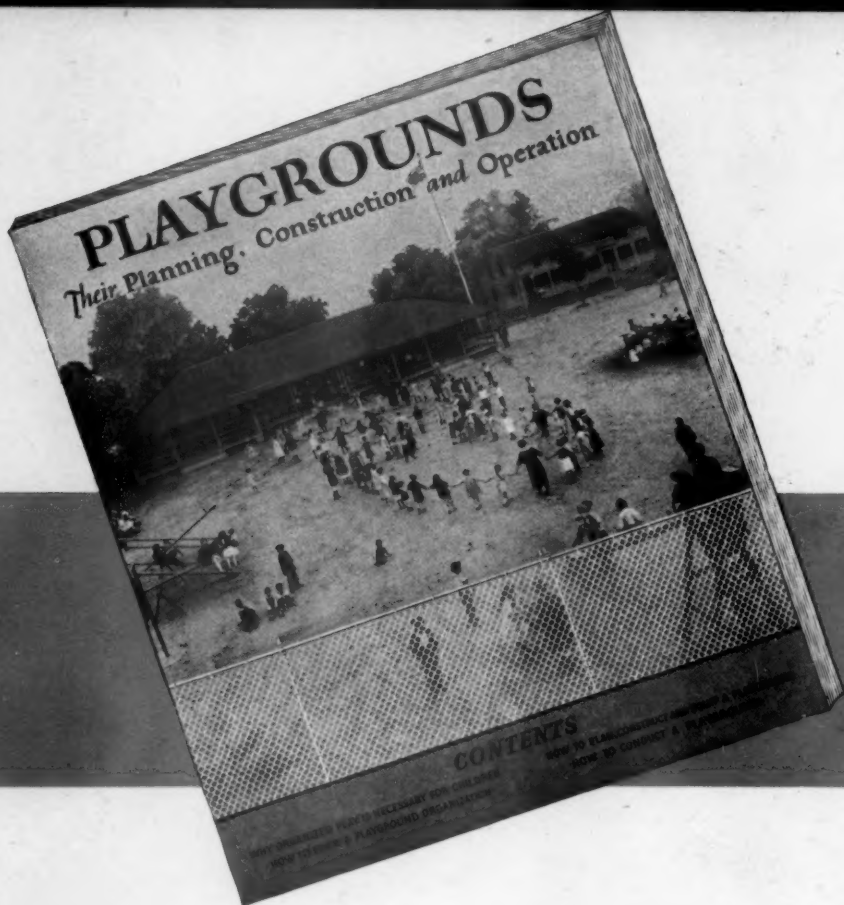
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THE fundamentals that every playground advocate needs at his finger-tips are outlined in this 20-page illustrated booklet, written with the cooperation of the Playground and Recreation Association of America.

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the subjects which this booklet discusses in an interesting and practical manner.

We will gladly send you a copy for yourself—or, if you are a member of an organization interested in child welfare, as many copies as you may need for other members. Just fill out and mail the coupon below. The booklets are free—sending for them does not entail the slightest obligation.

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Name

Address

Organization

Programs for April

Since we strongly believe that better schools will result from better parents and better children, we are basing our program this month on

Better Homes

Through the co-operation of "Better Homes in America" we are able to present to our readers a remarkable group of articles, any one of which will provide material for a whole meeting, if it is followed by questions and discussion. This issue will be in the hands of the local Program Committees in ample time for the careful study of the material, the selection of that which will best meet the needs of the community and the preparation of questions for distribution. For Better Homes Week additional help may be obtained, as shown on the inside cover page.

The High School

1. *The Home and the Nation.*

Read this as an introduction.

2. *Motion Pictures and Our Ideals.*
3. *The Modern School. (Children's Foundation Study Course.)*
4. *Music in the Home.*

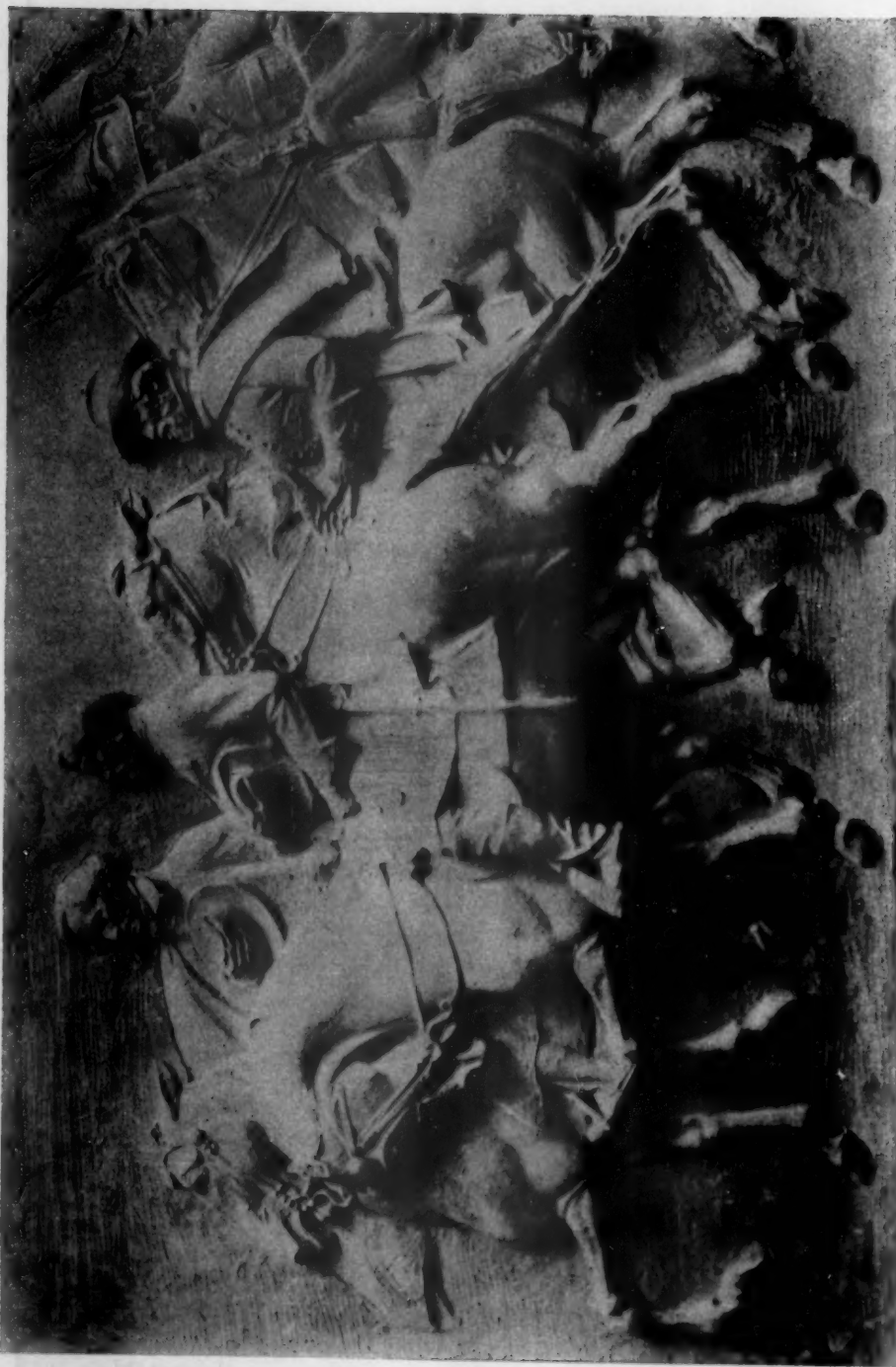
The Grade School or Study Circle

1. *Children's Allowances.*
2. *Moral Training.*
3. *The Home and the Play Spirit.*
4. *The Home and the Garden.*

The Pre-school Circle

1. *Parent and Child.*
2. *Premature Virtues.*
3. *Health Rules and the Little Child.*
4. *The Home and the Garden.*

Wherever a Better Homes demonstration is being held, the Parent-Teacher Association will be found in active co-operation. The May issue will contain some additional articles on the home, centering around the subject of health, which will be the main topic everywhere as we celebrate MAY DAY—CHILD HEALTH DAY.



STONE MOUNTAIN

Stone Mountain is situated sixteen miles east of Atlanta. It is a mountain of stone, 8,000 feet long, seven miles around the base and a mile to the summit on the sloping side. On its northern side Stone Mountain drops in a sheer perpendicular precipice almost a thousand feet from summit to base. Across this mammoth background of granite is being carved the supreme monument of history in memory of the men and women who dared all, suffered all, and sacrificed all for the Southern Confederacy. The trip to the National Convention would be well worth while if for no other purpose than to see Stone Mountain.

The Round Table

BY FRANCES S. HAYS, *Field Secretary*

Program Problems

(*Question.*) What kind of entertainment should we have at our Parent-Teacher meetings, which will be enjoyable and valuable, yet will not make extra work for the teachers? It seems necessary to have the children perform in order to get the parents to come, but it doesn't seem fair for the teachers to get up entertainments for us when they are working so hard.

(*Answer.*) There are three types of entertainment which have been found by many associations highly entertaining, and at the same time valuable in advancing the real purposes for which the Parent-Teacher Association is organized.

1. School activities presented by the children under the direction of the teacher. A lesson in reading, arithmetic, nature study, story telling, plays and games, music; in fact, almost any of the daily school work is intensely interesting and illuminating to the parents. Often it is arranged so that each grade makes one appearance during the year. The teachers always welcome this opportunity to inform the parents about the school work and the newer methods in education. It always arouses the interest of parents in the work the children are doing at school, and it doesn't make extra work for the teachers.

2. Community singing. A skillful leader is desirable, but not essential. If an expert leader is not available, get some member who enjoys music, can carry a tune, has a sense of rhythm and is not afraid of an audience. There is no better means of breaking down formality and developing a sense of friendliness than getting an audience to sing together some of the fine old folk songs, the sacred songs in which all creeds can unite, and the funny songs—when we all laugh together. "Twice 55 Community Songs" is an excellent collec-

tion for community singing. It costs about fifteen cents a copy. Probably less in quantities.

In many Parent-Teacher Associations the members have organized an orchestra, a trio, quartette, or sextette. They have not only enjoyed it very much themselves and furnished good numbers on the program, but have developed a Parent-Teacher morale.

3. Readings, poems, plays, pageants, or stereopticon slides on the subject of the meeting. When such means as these are used to present subjects germane to Parent-Teacher work, they are invaluable additions to the programs.

(*Question.*) Just what is the purpose of the Parent-Teacher Association? We have raised money for a victrola, bats and balls, and have furnished a rest room for the teachers. We usually have a good speaker at the meetings, but only a few parents attend. Can you locate our difficulty?

(*Answer.*) Your question invites a lengthy answer. In lieu of a complete discussion of your question, a few brief suggestions are offered.

1. Study the objects of the Parent-Teacher Association, as stated in the National By-Laws, and have them presented at the meetings, until all of the members understand clearly the real purpose of this Parent-Teacher partnership. The statement of the objects is usually the same in the By-Laws of the National Congress, the State Branch, and the Local Association, because the National organization is composed of the individual members in the local units. *Know* these objects as the Rotarian knows his code, as the Boy Scout knows the scout law, and all uncertainty as to the purpose will disappear.

all, suffered all, and sacrificed all for the Southern Cause. Purpose than to see Stone Mountain.

2. Study the Congress publications. Write to the office of the State Branch for a complete set. Ask for a supply of the *Lists of National Publications*, and distribute them among the members. Send for copies of the leaflets desired by individual members. Get your officers, committee chairmen, and teachers to study this literature—*especially the National Handbook*.

3. Appoint a wide-awake, enthusiastic, intelligent, energetic Child Welfare Magazine Committee.

Your question indicates that your members are not reading the CHILD WELFARE MAGAZINE, and that its unlimited resources for enriching the program and helping the parents with their many problems are not being utilized. A magazine chairman apologized recently for having secured only thirty-nine subscribers among their sixty-seven members. She explained that she was starting now on the renewals, though the subscriptions would not expire for three months, and promised more new subscribers next year. How many members of your association are regular readers of our official magazine, and how are you using it on the programs?

4. Make the programs and activities so valuable that both parents and teachers will feel they can't afford to miss the meetings.

There are many ways of enriching and varying the programs. Too many speakers, without well thought-out plans for participation by members will result in a stagnant or "near-dead" Parent-Teacher Association. Here are a few suggestions for securing participation by members:

I. Survey the needs of your school, homes and community. Study the list of standing committees of the National Congress, and your State Branch, and select those which are needed in your association. A good method is to submit a list of suggested committees for discussion by the members. After deciding on the committees needed in your association, let the members indicate the committee on which they are willing to work. These committees can study the needs in their special fields, promote activities, contribute to the

program, and become centers of information to the entire association.

II. Allow a few minutes on your program for short talks of about five minutes on subjects of special interest to the members.

Current events in Parent-Teacher work, gathered from the CHILD WELFARE MAGAZINE and State Bulletin.

Current events in education from such magazines as *The Journal of the National Education Association*, the *Educational Digest*, *School Life*, or the *State Education Association Journal*. The principal of the school will be able to supply you with the leading educational journals which are always available for the teachers in any progressive school system.

Current events in CHILD WELFARE to be found in the current issues of the best magazines.

III. Short talks by the principal, superintendent, or a Board member, on the needs for co-operation between parents and teachers, and an understanding of the school and its needs. These subjects always invite discussion.

IV. Brief reviews of valuable books on child study or education. A short enthusiastic talk on some of the fascinatingly interesting books of vital interest to parents will not only be a good number on the program, but will arouse a desire to secure the book and read it from cover to cover. Such presentations often result in a special book shelf for parents at the school or in the public library.

V. The presentation of laws for the protection of children, which every parent should know. A local lawyer who is socially minded, will be glad to prepare material on this subject which could be presented throughout the year.

VI. The resolutions passed at the State and National Conventions, which indicate where we stand on questions of vital interest to children, should be presented and discussed throughout the year.

VII. Messages of the State President and the President of the National Congress should be given in part at every meeting.

This number is invaluable in keeping the members of local associations in close touch with the State and National organizations.

VIII. Quotations from experts, statesmen, poets and others on the subject under discussion—or questions distributed among the members—provide an opportunity for the timid to discover that they can take some part in the program. Questions often

start a spirited discussion, in which all self-consciousness is lost in an absorbing interest in the subject.

Try some of these methods.

Write us how they worked.

Tell us of new methods you have discovered.

Ask more questions.

Use the Round Table Clearing House.

"ANYONE who has become aware of the gulf that exists between our knowledge of the nature and needs of the young, and our practice in the care, training, and education of children, will appreciate the importance of a program designed to organize, interpret, and apply what has been or is being established regarding the requirements for sound physical, intellectual, social, and moral development."

The Objects

of the National Congress of Parents and Teachers
are, as stated in its By-Laws:

- 1 To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.
- 2 To bring into closer relation the home and the school, that parents and teachers may co-operate intelligently in the training of the child; to develop between educators and the general public such united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.



At the Secretary's Desk in the National Office

National Office Notes

BY FLORENCE V. WATKINS

In California action is evidently deemed necessary if the salacious literature now found upon our newstands is to be eliminated. Recently a conference was held in one city which was well attended by representatives of state-wide organizations—among them the Parent-Teacher Association. At this conference it was agreed that concentration of public opinion on the subject was necessary. Committees were appointed to interview news agencies, the American Railway Express Company, to secure legal information, and to formulate plans for definite action. This sounds as though news dealers in this state would soon be convinced that it is unwise to try to blind these workers to what is being sold to the young people.

In this state buttons with the letters "P.T.A." inscribed thereon are given in one district as a reward for scholarship.

The National Child Welfare Association is issuing a monthly looseleaf Educational Information Service that is most valuable. In the December, 1925, issue, two pages are devoted to "Recreation—Fun, Health, Character." In it one reads about ten good results of playgrounds, some special days for playgrounds, a few ground principles of recreation for children between four and fourteen . . . and adult education. The price of this monthly service is \$1.00 per year or \$1.50 for a two-year service—address "The National Child Health Association, 70 Fifth Avenue, New York City.

In "Hygeia"—January Issue (535 Dearborn St., Chicago, Ill., 25 cents per copy), are several interesting articles. Among them: "Health Project On 'Yon Side of the Mountain,'" which describes what was done in one mountain section through the Modern Health Crusade; "I Reduce" will be of interest to all who are "fair, fat, and forty" and do not like it. The suggestions given are decidedly safe and sane.

In the January, 1926, issue of the "Journal of Social Hygiene," appeared an excellent editorial on "A Motion Picture Appraisal." In this article the statement that the most profitable movies were of the type characterized as "sex stuff" was disproved most conclusively. The three pictures mentioned as the best money makers were "The Ten Commandments," "The Covered Wagon," and "The Thundering Herd." This would tend to show that when they get what they want, the industry reaps the reward in cold hard cash. "The people" really want decent movies, and when they get them, willingly pay the price of admission and "fill the house." One significant quotation from the editorial: "Most encouraging of all was the fact that few, if any, of the pictures voted as the 100 most profitable were of the type which have been

characterized as "sex stuff" and have brought forth so much just criticism from educators, Parent-Teacher organizations, members of the clergy and others interested in public welfare. (Journal of Social Hygiene, American Social Hygiene Association, 370 Seventh Avenue, New York City., 35 cents per copy).

Recently a copy of the "Annual Report of the Board of Education" of Rahway, New Jersey, reached the National Office. It contained the report of the City Superintendent of Schools, William F. Little. Although the writer knew that Superintendent Little was a firm supporter of the Parent-Teacher Association, she did not know that he had such a keen appreciation of them as is expressed in this publication. In a paragraph on the High School Parent-Teacher Association, he says: "In the work of the Parent-Teacher Association in the High School this year, a fine interest was manifested in the work of the pupils. On different occasions, at their meetings, pupils gave reports of High School activities, and at the close of the year two prizes of ten dollars each were offered by the Association: one for the best all-around girl and one for the best all-around boy. . . . The value of these prizes is not in the few dollars the pupils obtain, but the effect of giving such a prize upon the entire class was far more valuable than any other consideration. It placed a new emphasis upon values that are sometimes overlooked in our schools. These young people discovered that their parents thought more of the all-around useful boy and girl than they did of the mere ability to take a prize in some special subject. These prizes pointed toward manhood and womanhood, a sense of loyalty, industry, co-operation and all those qualities that help to make a worth while life. If the Parent-Teacher Association in the High School has done nothing else this year but let loose that stream of inspiration in the senior class, I should consider that it made a valuable contribution to our work."

The report continues: "But while the work of the Parent-Teacher Association in the High School was of a high order of excellence, we must not overlook the chapters in the grammar schools. Here in the four grade schools you will find five hundred to six hundred parents, who are brought together . . . in their various meetings with a common interest that has led these people to do an enormous amount of work for the benefit of their children. All of this work has been along constructive lines and in co-operation with the schools. . . . These organizations in the grammar school especially are a tremendous aid in maintaining what we sometimes call a school spirit. . . . The Associations of Union County have volunteered to raise a trust fund of \$6,000 . . . the income of which is to be used in helping some worthy young woman

to obtain a college education. . . . In one school, in June, . . . awards of scholarship were given to 54 pupils. This award took the form of a bankbook with a dollar deposit" . . . at another school perfect attendance was recognized by a suitable present. . . . It was not the intrinsic value of the prize that counts so much as the spirit back of it. The pupils come to understand that scholarship, punctuality, attendance and behavior, are worth striving after, and in the end will be rewarded."

We hope all of the Magazine readers have learned of the new publications of the Playground and Recreation Association. "A Twentieth Century Fair" is said to be a play which may be given without an experienced director and to be elastic enough to permit of the introduction of many characters. The price is 50 cents. For 20 cents one may secure, "Suggestions for Conducting Recreation Training Institutes." For free distribution "Bulletin No. 1374: Pushmobile Contest," and "Pamphlet No. 213: Do Play Traits Breed Life Traits." Address, Playground and Recreation Associations of America, 315 Fourth Avenue, New York City.

This organization also has lantern slides which are useful for general education purposes in communities that are considering organized recreation as well as those who already have it. They come in a set of 60 views and include such subjects as "Dangers of Street Play, A Safe Play Ground, May Day Festival in Central Park," etc. Write their Publicity Department about securing these slides for your Parent-Teacher Association.

Professor C. A. Howard, President of the Oregon State Teachers Association, has most clearly stated what he thinks the school has a right to expect from the home. Here it is as quoted in the Arizona Bulletin:

"Regular study periods with quiet surroundings, more companionship between parents and children, more knowledge of the child's friends, more consideration for the boy's or girl's honest opinions—even if they differ from the time when you were young."

ANSWERS TO QUESTIONS GIVEN BELOW BEING TAUGHT TO THE GRAND RAPIDS P.-T.A. MEM- BERS TO SECURE EN- LIGHTENED MEMBERS

1.—To whom is membership in Parent-Teacher Association open?

2.—How many and what are the kinds of membership?

3.—How many State Life Members in Grand Rapids?

4.—How many State Life Members in Michigan?

5.—How many National Life Members in Grand Rapids?

6.—How many National Life Members in Michigan?

7.—Give cost and advantages of State Life membership?

8.—Give cost and advantages of National Life membership?

9. Who receive money and how used from State Life membership?

10.—Who receive money and how used from National Life membership?

11.—How many states are organized?

12.—By whom was Michigan organized and who was the first president?

13.—By whom was Grand Rapids organized and who was the first president?

14.—By whom was National Congress organized and who was the first president?

15.—Membership in National Congress entitles us to how many delegates?

16.—Membership in State entitles us to how many delegates?

17.—What are the sources of income of National Congress?

18.—What is the official organ of National Congress?

19.—Name two points to be emphasized this year.

20.—Name the State which organized first.

21.—When and where was the National Convention held in Michigan?

22.—How was the Endowment Fund of the National Congress started?

23.—How many International Congresses?

24.—Give the Membership of Grand Rapids.

25.—Give the Membership of Kent County.

26.—Give the Membership of Michigan.

27.—Give the Membership of the United States.

28.—Who is the President of the National Congress?

29.—What is a Standard Association, and what is a Superior Association?

30.—Keeping membership is as important as getting it.

CHILD WELFARE SUBSCRIPTIONS

The "First Ten" Cities

1. Detroit, Mich.	248
2. Chicago, Ill.	213
3. Denver, Colo.	198
4. Kansas City, Mo.	190
5. San Francisco, Calif.	155
6. Des Moines, Iowa	141
7. St. Joseph, Mo.	123
8. Los Angeles, Calif.	107
9. Cornelia, Ga.	105
10. Nashville, Tenn.	101
(These subscription totals are as of February 28, 1926.)	

Parents and Teachers

VILLA PARK HOLDS PARENT-TEACHER ASSOCIATION CARNIVAL IN CALIFORNIA

The long-planned Parent-Teacher Association Carnival took place on Hallowe'en, and was a grand and glorious success, both in a financial way and in the pleasure the crowd gained from a joyous evening.

Sambo and Rastus, who were Messrs. Brewer and Truitt, were kept busy handing out hot waffles with syrup. Mr. Handy, in charge of the hot-dog and tamale stand, was assisted by his daughter, and he needed help. The ice cream and milk booths were very busy; their wares were gone all too soon, and the committee had to send out for more supplies.

The salad booth was well supplied with a large variety of salads, and patronized. The pie booth served apple and pumpkin pies, and was just as busy as could be. The candy booth was a money-maker, too; there one could get apples, candy, popcorn and the most delicious avocado sandwiches. The membership booth reported quite a number of new members as their share of the evening. The flowers and cap booth, under the direction of two of our teachers, gave a most satisfactory report of their efforts. The fish pond was a grand success, and, judging from the business handled, one would think that Villa Park was strictly a fishing community.

Over in a corner, in a clump of sycamore trees, was a gypsy tent, and grouped in front were gypsies with their musical instruments, luring the crowd in to have their fortunes read.

Down in the basement, Bruce Handy, with his picture machine, entertained a large number during the evening and added a substantial sum to the profits of the evening.

The evening's entertainment began with the singing of "America." Mrs. Snow, Fourth District President, was present to enjoy the carnival, and she gave a short talk on Parent-Teacher Association work.

Each booth committee was responsible for one number on the entertainment program, and these numbers now followed. The ice cream stand presented for our approval, the Charleston, danced by two local girls. The pie booth number was a whistling solo. The candy stand selection was a duet by the committee. The waffle booth, dusky dialogue in dialect. For a change the hot-dog stand had the audience stand and sing. The membership contribution was a piano solo, and the salad booth was represented by Muriel Hively, who sang in her usual charming style.

This part of the evening's festivities was well received, and to finish the evening Mr. Donald Smith, teacher of the fifth and sixth grades, sent out the boys to sell confetti, balloons and streamers to furnish the final touch of fun that made the evening a real success.

GRAND RAPIDS MEMBERSHIP DRIVE

The membership committee of Grand Rapids Council met in June, 1925, planning their campaign with two great objectives in view: first, enlightened members; second, development of leaders.

Three rallies were held in each of the following months: September, October, and November, to which the Presidents and Membership Committees of the local Associations were invited. Here we discussed our plans, and stressed community singing of membership songs composed by our Music Chairman, Miss Grace Erb. Thirty questions embracing membership in all its phases were given and discussed, each one present being given a hektographed copy to carry back to her own group, so all might become familiar with these important facts.

The National Slogan, "A Parent-Teacher Association in every school and every parent and teacher a member" was emphasized, making 100% membership the desired goal. The Associations are hoping to attain 100% which gives them a place on the Honor Roll.

Fifteen thousand invitation letters, stating the general purpose of a Parent Teacher Association and its far-reaching influence in molding public opinion to the extent of securing the best laws in our City, State, and Nation pertaining to the education and protection of children, were prepared and printed and we have endeavored to reach every home.

An award is to be given to the Association reporting the highest per cent of gain and also one to the Association attaining the largest membership with 10% of members subscribers to CHILD WELFARE MAGAZINE. There is no greater incentive for creating interest in Parent Teacher work than this magazine and its readers comprise our most enlightened members, a large per cent of whom develop into splendid leaders.

We felt that after securing new members, the next important step was to keep them, so average attendance charts were recommend to each Association and in nearly all the groups these are in use and individual attendance is being marked at every meeting.

Last, but not least, we are giving our attention to the special membership, such as Associate, State Life, and National Life, with the result that seventeen State Life and two National Life memberships have been presented to Principals and Presidents.

Plans are being made to present more of these special memberships, both State and National. Texas holds the Silver Loving Cup by having twelve National Life members. Michigan has six, three of whom reside in Grand Rapids. We want Michigan to win that cup this year. What are we going to do about it?

MRS. EDWARD RYDER,
Membership Chairman.

National Music Week—May 2-8, 1926

"Music is the art directly representative of democracy. If the best music is brought to the people there need be no fear about their ability to appreciate it."

—CALVIN COOLIDGE.



NATIONAL MUSIC WEEK is the outgrowth of the many local Music Weeks which have been held in all parts of the country. It is the response to the desire for synchronization expressed by the local committees and represents the joint effort of hundreds of cities throughout the country to spread more widely, first within their own borders and then throughout the United States, a love for music and an appreciation of its growing importance in the life of the individual and the community. During this week, set aside as a tribute to music, an opportunity will be given every man, woman and child to hear its message and to realize that at least some form of music has an appeal to and a meaning for him or her. For National Music Week is a radio in which everyone becomes either a sending or a receiving station. Music will be in the air, bringing pleasure, refreshing recreation and education to the public as a whole.

Hundreds of organizations in the large cities and scores in the smaller co-operate in the observance. A mighty wave of harmony sweeps through the land. Churches, schools, musical societies, Parent-Teacher Associations, women's clubs, theatres, industrial plants—organizations directly concerned with music and others not directly concerned with it, but understanding its importance—contribute, each in its own way, to the joint effort to impress upon the public what music can do as a comfort,

"Show me a home where music dwells, and I shall show you a happy, peaceful and contented home."

—Longfellow.

"I am a friend of every effort to give music its rightful place in our national life."

—WARREN G. HARDING.

a stimulus, a nerve-steadying force and a companion to man in his work and play, in his home and in the community. Among them, these organizations and the hosts of individuals who will take part as directors of and performers in the events of the week, will reach hundreds of thousands of their fellow-citizens, perhaps even the ideal—the entire population.

The city which, through its local observance, "gives more thought to music" has not only the immediate benefit of a succession of attractions carefully planned for its entertainment and improvement, but still more important, the prospect of a continued development in its musical life and also in its civic and social life. For the establishment of permanent musical activities upon the foundation of the interest created by Music Week is one of the principal objects of the effort.

The value to the nation of the broadening and deepening of the love for music, even in a single community, is very great. National Music Week, accomplishing this result in hundreds, and ultimately thousands, of communities throughout the land, has a potential value great almost beyond calculation.

Hail to America's National Music Week! Let each pay tribute in his own way. Let each receive the message of music and pass it on to some unawakened soul. Let the cities resound from end to end in praise of music—the common language of mankind, the great mediator, the friend of all.

"I see America go singing to her destiny."

—WALT WHITMAN.

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